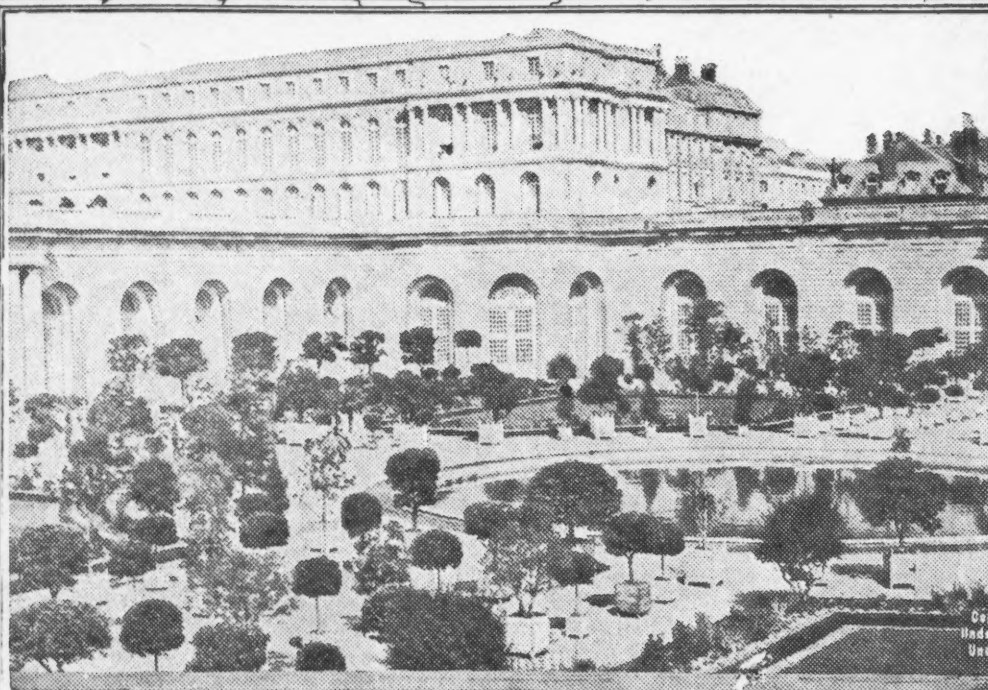


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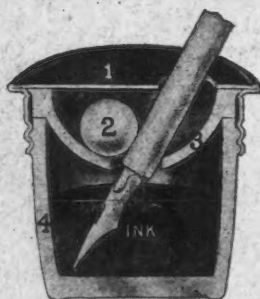
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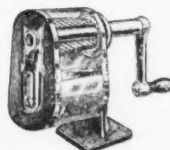


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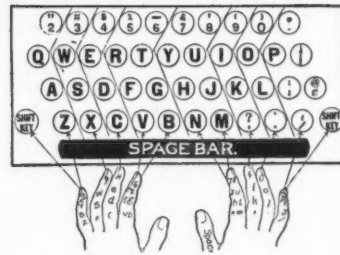
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- 64694 { There's a Long, Long Trail (McCormack)
- 35555 { Paul Revere's Ride (Battis)
- The Rising of '76
- 17087 { Minuet—(By Children in Colonial Cos-
tumes)
- 18491 { May Pole Dance
- Green Mountain Volunteers (Band)
- 18446 { Speed the Plow—(Amer. Country Dance)
- I Want to be Ready (Spirituals)
- 35228 { Been a Listenin'
- Flag Drill—(Grammar Grades—Band)
- 35397 { Clayton's Grand March
- In Lilac Time
- 17581 { Star Spangled Banner—(All)
- Hail Columbia

Or this one:

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- 18145 { Battle Hymn of the Republic (All with
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- 18338 { La Marseillaise
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- 35291 { Declaration of Independence—(Parts I
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- 18455 { K-K-K-Katy
- Last Long Mile
- 17160 { Country Dance (Virginia Reel, 8th
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- 17890 { Swing Low, Sweet Chariot—
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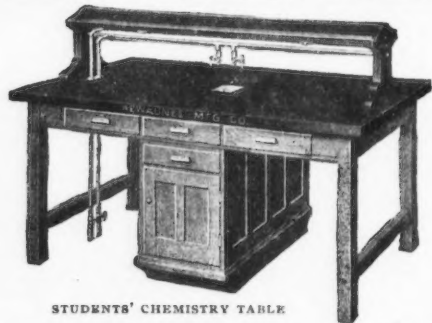
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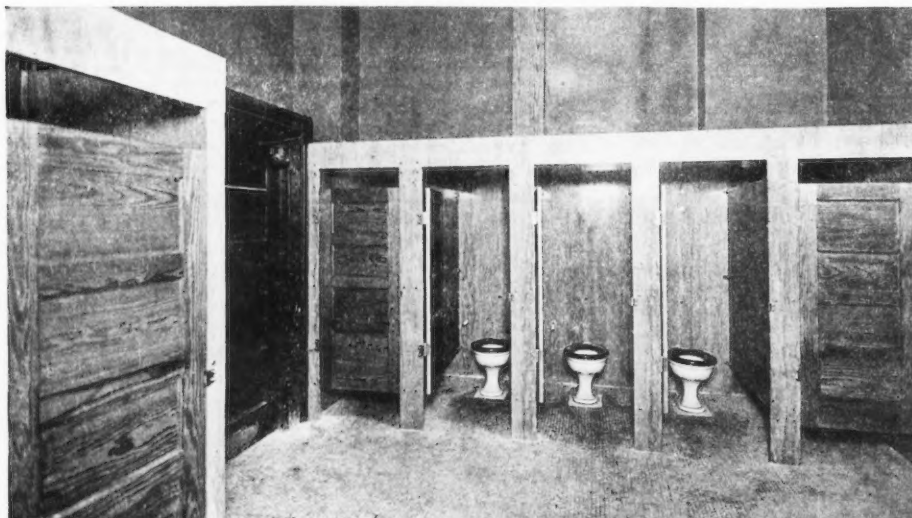
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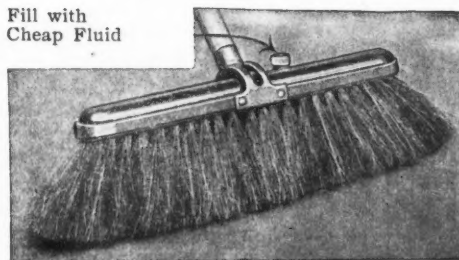
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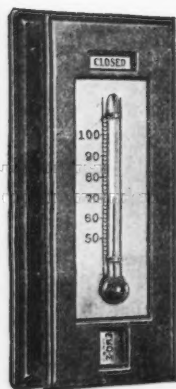
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WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL: EIGHTEEN; Number Nine

MILWAUKEE, WIS., FEBRUARY, 1919

Price, \$1.50 Per Year

A SHINING MARK. The sympathies of the Catholic educators of the entire country go out to the Brothers of Mary who have recently lost one of the most gifted, most godly, most efficient of their members. Brother John Garvin, a victim of the influenza epidemic, was called by God in the fifty-fifth year of his age. Nowadays we do not consider that age a ripe one at which to die, but in Brother John Garvin's case a lifetime of learning and holiness and successful teaching lay fruitfully crammed within the less than half century of his professional career.

Brother John Garvin was a man of many gifts, not the least graceful being a literary style chastened and piquant. He knew how to write; and the reports of the proceedings of the Catholic Educational Association contain more than one paper from his pointed and perspicuous pen. His superiors showed their confidence in his character and attainments by entrusting him with the important task of writing the history of the Brothers of Mary, a splendid piece of work which he completed on the occasion of the jubilee of his congregation.

Brother John Garvin's body reposes tonight in the Brothers' little cemetery at Dayton, Ohio; and may the earth lie lightly there. His soul, it is ours to trust and pray, has winged its way to its surpassing great reward. And may the memory of his fine spirit of manly piety and unflinching zeal, be to his brethren in Christ a source of consolation and inspiration.

WE REJOICE WITH HER. A high honor, coming from the hands of His Holiness, Pope Benedict XV, has been conferred upon a Catholic educator. The distinguished lady is Dr. Mary A. Molloy, the energetic and progressive dean of the College of St. Teresa, Winona, Minnesota.

We are glad that Dr. Molloy's work has been thus recognized. We are glad for her sake, of course; for it is always pleasing to hear of a valiant worker receiving the guerdon of kindly appreciation. But we are especially glad because of the associations and implications of the case.

Dr. Molloy's work at Winona, while being thoroughly sound, has been in a sense contrary to dead and dull traditions, and at points even deliciously revolutionary in character. I don't know, but I suppose she had her carping critics and her lugubrious prophets of impending disaster—folks like her are pretty certain to be followed by that raven and craven brood. But Dr. Molloy triumphed over obstacles both internal and external; and today she—a woman and a secular—is recognized as one of the foremost Catholic educators in the country.

And that suggests something more. In almost all our educational institutions conducted by religious there are a few hard-driven and inconspicuous men and women "of the world" who in many cases do a world of good. They remain teaching year after year—sometimes, perhaps, because they are too timid to try something else—but more frequently, I think, because they love the work, because the spirit of the true teacher is in them. They subsist on starvation salaries and manage to avoid the perils of idleness by a crowded class schedule.

Now I think the action of the Pope in conferring an honor on Dr. Molloy might be construed as a tactful and urbane hint that the secular teachers who are engaged in our educational work should be looked upon as something more than pedagogical hewers of wood and drawers of water. They might be given a little more recognition than they generally receive; it will not go to their heads. They might—though here, lacking financial experience, I

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

speak as one less wise—be aided to meet more placidly the high cost of living. They might be made a little more comfortable in their physical environment. And they might be given a little more leisure to cultivate the things of the mind; that will make

them more cheerful and more capable human beings and consequently more enthusiastic and more efficient teachers.

NOVA ET VETERA. Many are the points of view from which the teacher's life may be considered and countless are the generalizations that may be formulated concerning it. One such is this: The teacher is wise who, like the prudent householder in the gospel, draws from the treasures of his wisdom both old things and new. Many otherwise excellent teachers are lopsided.

For instance, we have the sturdy champion of the dead languages who is apparently convinced that the only worthwhile literature is that produced before the year 100 of the Christian era, who looks upon the mental discipline secured through the study of modern tongues as something not worth serious discussion and who even gravely assures us that you can't learn to write English unless you have studied Greek and Latin grammar. Now, far be it from us to revive the eternal battle of the books. Everybody who knows anything—Mr. Abraham Flexner of New York excepted—admits the value and the excellence of the classic languages and literatures; but surely it is a manifestation of provincialism and intellectual callowness to assume that the treasure house of culture is barred and bolted against the student who, like Shakespeare, has small Latin and less Greek. It is generally admitted, even by bitterly anti-Catholic thinkers, that Christianity has been a momentous element in the world's intellectual and esthetic development; and so far as pure literature is concerned, but a small portion of the Christian contribution is in the Latin tongue and still less in the Greek, while the standard classic authors are frankly and even offensively pagan.

On the other hand, we have among teachers the smug and complacent champion of a vulgar modularity, the man who, as it has been said, "carries practicality to the point of petrification." He advocates the reading of current magazines in school in preference to the rich and undying books of the race; and he sometimes says that shorthand and bookkeeping will be of more value to the rising generation than Greek history and the *Divina Commedia*. He mocks at the word *culture*; and he worships the hollow phrase, *up-to-date*. He puts his faith in preposterous and complicated systems of business training and accountancy devised by knowing publishers for just such dupes as he; and he closes his eyes to the palpable fact that once you teach a student to think—whether you do so by using Greek syntax or social science—you put that student in a position to learn quickly and thoroughly whatever modern business and industrial conditions will demand of him. It may be said with safety and deliberation that there is nothing in the curriculum of the present day business college that the average Bachelor of Arts couldn't learn in six weeks.

"Be versed in ancient lore," says Confucius, "and familiarize yourself with the modern; then may you become teachers." Every teacher and every prospective teacher might profitably take to heart the wise words of the Chinese philosopher. The olden things will give him backgrounds and standards; the new things will give him incentives and the sense of actuality.

DENATURED HISTORY. Text book committees, attention! Be on your guard against the new crop of United States Histories written from the distorted viewpoint

of the Anglo-Saxon spirit. The Educational Review and several other magazines have recently published contributions that must make the judicious grieve. We must rewrite between the United States and England, and instead insist that our land and "the mother country" are one great race with one great destiny. It is in conformity with this idea that textbooks are at this moment being written.

As an instance of the extent of perversion and absurdity to which this new school of historians can go, let us turn back to *The Literary Digest* for October 12, 1918. A page purporting to be "prepared especially for *The Literary Digest* by the United States Bureau of Education" contains this utterly false and deliberately misleading account of the conditions that precipitated the Revolutionary War:

"The Revolutionary War was fought by Englishmen—under the leadership of George Washington—to preserve those English foundations of liberty which were assailed by the German king, George III."

That sentence is enough to cause an earthquake at Mount Vernon, Virginia, and to make the sturdy Revolutionary patriots roll over in their graves. George III was not a German king; he was born in England and he and his ministers waged the war as rulers of the English nation. George Washington was not an Englishman; he was born in America and seems to have been rather decidedly of the opinion that his adversaries were not Germans. And the men who fought with him were not Englishmen; if you don't like to call them Americans, you can call very many of them Irishmen and Dutchmen and Frenchmen and Germans. As to the Americans fighting to preserve "English foundations of liberty," the Declaration of Independence, if it means anything at all, tells a very different story.

We don't want our textbooks to inculcate a cheap and narrow jingoism, but we do want them to tell the truth. And the truth is that—despite the gratifying fact that in the Great War of 1914-1918 England and the United States were brothers in arms—Great Britain has been this country's one traditional enemy. We know that in the time of George III certain English parliamentarians, like the Irishmen Edmund Burke and Richard Brinsley Sheridan, sympathized with the colonies; but it is mighty poor history to judge the conduct of a government by the opinion of minorities. Our present state of amity with Great Britain—which, as good Christians, we hope will continue—was won at the expense of three wars in which we Americans defeated England on land in the Revolutionary struggle, on the seas in 1812 and in a court of arbitration after our Civil War. And during the alleged hundred years of peace we have been obliged on more than one occasion to shake our fists at the British lion in order to make that burly beast behave.

So let writers of textbooks and publishers of textbooks take warning in good time. Our Catholic schools will have no use for United States histories that do not give the facts. Our pupils are not going to be brought up on emasculated patriotism and denatured history. Our Catholic teachers have too exalted a conception of their responsibilities to become parties to a prostitution of the truth.

THIS WAS A MAN. Every true American must hold the memory of Theodore Roosevelt in affectionate remembrance. Every American child, in the generations to come, must be taught to find in the story of Roosevelt's life an inspiration and an incentive. Roosevelt was, in the phrase which Americans so dearly love, a big man, big as a student, big as an administrator, big as a publicist, big as a leader; big enough to be morally without fear and without reproach, big enough to make mistakes and big enough to repair them. Roosevelt was a politician and played, for the most part adroitly, the politician's game; but he was more, much more, than a politician. Principles of right and justice always meant more to him than politics; and true patriotism—the love of country which is strong enough to face even unpleasant facts and to speak softly and carry a big stick—was his virtue paramount. He possessed common sense and an uncommon bravery in sparing his conduct with its dictates. Hypocrites, time servers, molly-coddles and timid friends of truth he hated with a necessary hate. He made enemies, of course—all big men do; but he numbered among his countless and devoted friends the preponderating majority of those who love truth and detest iniquity. May the teachers in our

(Continued on Page 423)

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The Formal Appreciation of "Julius Caesar"

By Brother Leo, F. S. C., L. H. D.

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

This is not going to be a specimen lesson in English. Our purpose is, not to dictate methods of teaching Shakespeare's "Julius Caesar," but to indicate the materials and the range of formal appreciation, as distinguished from the appreciation which we call esthetic and the appreciation which we call vital.*

By formal appreciation we mean a study of the body of a literary masterpiece as distinguished from its soul. We investigate what might be called its physical, its mechanical elements. We observe of what materials it is composed, we note how its parts are put together, we discuss its external

form and stature. It is the least important kind of appreciation; but it is not intrinsically unimportant. The principal phases of formal study may be summed up under eight heads: 1. Sources; 2. Whole Structure; 3. Part Structure; 4. Verse Form; 5. Figures of Speech; 6. Sentence Characteristics; 7. Word Characteristics; 8. Allusion and References.

1. **Sources.** The direct source of Shakespeare's "Julius Caesar" is Sir Thomas North's English version of Plutarch's "Lives of the Noble Grecians and Romans"; the indirect source is, of course, Plutarch's original of that famous work, especially the lives of Caesar, Brutus and Anthony. It is to be noted that in his selection of incidents Shakespeare follows Plutarch closely, and that sometimes he takes whole passages from the North translation, changing only a few words here and there. The student should make a detailed comparison of such parallel passages and endeavor to formulate the principles that guided Shakespeare in altering the prose version. Such principles are the exigencies of the verse form, verbal form, verbal economy, picturesqueness of presentation and the requirements of dramatic structure. Answers should be found for such questions as, What episodes in Plutarch did Shakespeare omit, and why? What was Shakespeare's motive in compressing the narrative in point of time? In his deviations from the text of North has Shakespeare invariably improved on his source, and in what way?

2. **Whole Structure.** This part of the study involves a consideration of the nature of the drama as a literary form. What is a drama? How does it differ from a novel and from a narrative poem? Is the distinguishing characteristic of the dramatic (a) dialogue; or (b) division into acts and scenes; or (c) a series of climaxes; or (d) a conflict of wills; or (e) an embodiment of contrast? Which of these theories of dramatic workmanship most successfully applies to "Julius Caesar"? How do you distinguish between physical action and dramatic action? Apply to this play the precept of Aristotle that a drama must have (a) a beginning, (b) a middle, and (c) a conclusion. What do you mean by the climax of a play? How does it differ from the conclusion? To what extent are the traditional "unities" of time, place and action observed in "Julius Caesar"? Answering these and similar questions involves a comparison of "Julius Caesar" with other dramas and with representative novels and poems.

3. **Structure of Parts.** "Julius Caesar," though essentially a drama, contains specimens of other literary forms—narration, description, exposition, argumentation. Specimens of each of those forms should be discussed and analyzed and compared. For instance, the play contains two passages that may roughly be called orations. Which of them—the speech of Brutus, or the speech of Antony—is a true oration, and why? Which of them appeals mainly to the intellect, and which mainly to the emotions? Which

of the two orators talks over the heads of his auditors? Compare these speeches with other speeches in Shakespeare—such as Portia's plea for mercy and Richard III's address to his troops before the Battle of Bosworth. Compare them with representative orations such as Webster's Bunker Hill address and Robert Emmet's vindication. As a result of such comparisons attempt to formulate the essential qualities of a good oration. Follow a similar method of procedure with passages that are mainly narrative and descriptive.

4. **Verse Form.** What do you suppose was Shakespeare's motive in writing some portions of the play in verse and others in prose? Strengthen your opinion by comparing the prose and the verse portions of "Julius Caesar" with the corresponding portions of other Shakespearean plays. Most of the metrical portions of "Julius Caesar" are written in blank verse, but occasional rhymes are introduced; what is the purpose of the rhyming lines? Apply your knowledge of English prosody (meter, rhyme, rhythm, stress, etc.) to the verse portions of the play. Why is scansion in English verse of less moment than in Latin verse? Quote passages from the verse portions of this play which would lose much of their effect if written in prose. Is it easier to write blank verse than to write rhyming verse? Try it, and see. Compare a bit of Shakespeare's blank verse with passages from Milton's "Paradise Lost" and Tennyson's "Idyls of the King." In which of the three poets do you find the highest degree of (a) smoothness, (b) majesty, (c) vigor, (d) variety? Which is easiest to memorize? Why? Note how the correct reading of Shakespeare's blank verse shows that certain words were pronounced differently in his day, that, for instance, *interred* is a trisyllable in the line,

"The good is oft interred with their bones";
that, generally, the terminal syllable *tion* approximates more closely to *she-on* than to our present-day *shun*.

5. **Figures of Speech.** This phase of the study involves nothing more than an application to "Julius Caesar" of the classification of figurative language set forth in the ordinary school rhetoric. For some reason or other, the dissection of figures of speech receives far too much attention in some classes; indeed, we have known of instances where it constituted the sum total of literary study. That is an abuse; but the abuse of a pedagogical aid is no argument against its judicious and rightly proportioned use.

6. **Sentence Characteristics.** We have here an opportunity of peeping into Shakespeare's workshop and seeing just how he put his words together. Let us take such a sentence as the following:

"The skies are painted with unnumber'd sparks;
They are all fire and every one doth shine;
But there's but one in all doth hold his place:
So in the world; 'tis furnish'd well with men,
And men are flesh and blood, and apprehensive;
Yet in the number I do know but one
That unassailable holds on his rank,
Unshak'd of motion: and that I am he,
Let me a little show it, even in this;
That I was constant Cimber should be banish'd,
And constant do remain to keep him so."

Here we have three general divisions: a comparison, an assertion and a proof. The comparison, as all comparisons must have, has two members: The skies painted with unnumber'd sparks, and the world furnished well with men. The element of **dissimilarity** on which the **simile** is based is the distinction, in the skies and in the world, between the **many** and the **one**: The stars are all fire and they all shine, the men are flesh and blood and apprehensive; the one star doth hold his place, the one man holds on his rank. Now comes, with the tremendous emphasis of brevity, the assertion: **I am he**; and here we have the backbone, the apex, the climax of the sentence, which flows gracefully and impressively to its conclusion by means of the proof of the assertion. The proof, preceded by the transitional element, "Let me a little show it, even in this,"

consists of two parts: I was constant and I am constant.

The foregoing is an example of the sort of sentence analysis that best serves to bring out the meaning of the text studied, to develop the observation and critical judgment of the student and to reveal the proper manner of using words, the material of spoken and written speech. There is, I think considerably less pedagogical worth in the old method of breaking up the sentence into its component clauses and resting satisfied with a perception of the purely grammatical relations of their parts. A sentence must be regarded primarily and essentially as the expression of a thought, and the teacher should lead the student to be concerned much more with the correspondence of the sentence to the terminology of formal grammar. To interject mention of correlative phrases and subordinate clauses is merely to confuse the issue. The student who learns to analyze a sentence with reference to the correspondence of thought to expression will absorb correct usage instead of learning it out of a book; and when it is secured by means of absorption it stands a much better chance of becoming an integral part of his thought process and his expression process.

For the rest, the ordinary classification of sentences into declarative, imperative, interrogative and exclamatory; into simple, complex and compound; into periodic, loose, balanced and mixed, may be applied to suitable passages of the play. The text will furnish material for illustrations of the teachings of the student's manual of rhetoric. The one caution to be kept in mind is that classification and analysis are means, not ends.

7. **Word Characteristics.** The possibilities of study from this point of view are almost infinite. For example, in the sentence from the play already used for another purpose, let us take *his* in the third line. Why not *its*? An alert pupil might offer the explanation that Shakespeare is personifying the north star; but such is far from the fact. Rather, the poet, for the purpose of his comparison, holds in his mind a distinction between the inanimate stars and the living men of flesh and blood. The explanation is found in the simple but illuminating historical fact that the word *its* was not in use in Shakespeare's day; the possessive singular of it was *his*, even as at present the possessive plural, *their* or *theirs*, is applied indiscriminately to things as well as to persons. Again, there is the word *apprehensive*, in the fifth line of our excerpt. In modern usage the word means something very different from what was in Shakespeare's mind. A man is apprehensive when he fears an impending disaster, when he is vaguely conscious of an approaching calamity. In that sense, in the modern sense, it could be said that in this play Calpurnia was apprehensive when she begged Caesar not to leave his house on the morning of the fatal day. But in the line, "And men are flesh and blood, and apprehensive," the word means, capable of reasoning, of understanding; endowed with intelligence. And then we look to the derivation of the word and find that it came into English through the French from a Latin verb in meaning, literally *ad-prehendo*, to grasp, to lay hold of something. In the modern sense, we *lay hold* of an unpleasant likelihood; in the Shakespearean sense, we are able to *lay hold* of intellectual entities.

8. **Allusions and References.** A reference is direct, an allusion is indirect. I allude when I speak of "a distinguished citizen of Oyster Bay," and I refer when I speak of "the late Theodore Roosevelt." A very important part of our study of "Julius Caesar" is to understand the allusions and references with which the play abounds: Lupericalia, Pompey's statue, the ides of March, rascal counters, Anchises; and—this not least in importance—the cobbler's shower of puns in the opening scene of the play. It is here that school editions with notes are really helpful.

*The right relation of these three kinds of appreciation cannot be understood unless this article, which is one of a series, be read in the light of the article on "The Vital Element in the Teaching of Literature" in the January number of *The Catholic School Journal*.

A Canadian teacher fell heir to an English estate of 20,000 pounds. In the lawyer's office the clerks made bets as to how she would take it. One thought she would scream; two were of the opinion that she would burst into tears; two others favored hysterics. Her reply to the messenger was disconcerting.

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HISTORY THE WITNESS OF TRUTH.

By THOMAS O'HAGAN,

M. A. Ph. D. Litt D. (Laval), L. L. D. (Notre Dame).



DR. THOMAS O'HAGAN

I know of no other subject so important in the curriculum of a Catholic School or College as that of history. It is the witness of truth. History is a record of the activities of man in every age and country. It is epic, it is drama, it is episode, it is catastrophe. It is as lurid as the flame of battle, it is as mellow as the last beams of the setting sun. It marches with the step of victory, it chronicles with dark page both failure and defeat.

But history is much more than story—than his-story—it is verified fact. It is witnessed to by internal and external evidence.

It rises above prejudice and passion. It sets down naught in malice. It follows the footsteps of civilization. It holds up the torch of truth to the fair face and countenance of facts. It is truth absolute neither added to nor diminished.

In our day we are sorely in need of the beneficent teaching of history because error and prejudice so largely govern the world. In truth the moral and intellectual world of today is groaning and tossing under the nightmare of falsehood and misrepresentation. We are heirs to this from our childhood—nursed and rocked by its false and spectral hand.

How then shall we gain a conception of truth from the pages of history? How shall we reach the fact that shall yield light to our understanding? First, then, let us hold in our keeping a wise scepticism and challenge every statement at the door. Let us seek for the credentials borne by witnesses to the fact before we admit the latter into the goodly company of truth. Hold no briefs, make no special pleadings, harbor no deserters from the Camp of Truth, though they may appear in the guise of fully accredited legates.

As regards invoking history in the defense of Catholic truth there is a stupendous work to be done. It was DeMaistre, the great French publicist, who said that the history of the last two hundred years has been a conspiracy against truth. This conspiracy extends and continues to our own day. Yet great light has been recently let in. Is it not the poet Lowell who speaks of Right forever on the scaffold and Wrong forever on the throne. Notwithstanding the honest purpose of many historians in our day this reign of falsehood, however, to an extent continues. The mob cries out for the crucifixion of truth and Pilates are readily found to sentence to condemnation.

Get once an error—nay, let us call it an historical lie—into the public mind, and how difficult is it not to dislodge it. Look at the myth that is recognized and cherished as to the close relation and kinship between the Catholic Church and ignorance. How the Rosary and homage to the Blessed Virgin, and the invocation of the Saints are made responsible for the culture of olives and not wheat in Spain and the fewness of Spanish argosies on the sea. If you hold religion responsible for what is a matter of geography, climate or racial temperament, why not hold it responsible, too, for patriotic virtues. If the Spaniard is lazy because he is a Catholic and the cure would be inoculation with one of John Wesby's hymns, why not hold that the Belgian is patriotic and brave because he is a Catholic? Again, if the Popes of the Italian Renaissance were responsible for the moral lapses and excesses of that complex period in the history of Europe, why not hold the Anglican Archbishop of Canterbury responsible for the spiritual atrophy, the clerical debauchery of the fox-hunting, wine-drinking parson described by the poet Cowper in the England of the Eighteenth Century? I say to our Catholic students of history "Put the enemy who wilfully misrepresents the Catholic Church in the stocks of logic and tighten the screws."

If the practice of the Catholic faith prevents the spread of intelligence and progress, how comes it that Catholic Spain of the fifteenth and sixteenth centuries dominated Europe?

And this misrepresentation of fact and wrongful deduction as to the Catholic Church and progress prevails everywhere. Now, the ground of attack is Spain, now Ireland, now Quebec—wherever the Catholic Church flourishes. Before the war Belgium came in for a good coat of blackening but presto! it has been discovered that there is more progress, intelligence and patriotism to the square foot in King Albert's little realm—steeped as it is in Catholicity—than in any other country in Europe. It needed, however, a war and an Alliance to bring this out just as it needed a war to teach our philosophical wiseacres of England and America that the philosophy inculcated in the German universities is false. Men who are dull to accept wisdom and truth from a Church canon are sometimes open to instruction when this instruction is delivered by an army cannon. The latter is less dogmatic but more penetrating.

As regards the Spain of today, its critics are absolutely dishonest. They cite the Spain of the middle of the last century and call it the Spain of today. But within the last fifty or sixty years Spain in its life and development has not been stationary. It is quite true that the progress of Spain will not measure up to that of Great Britain or France or the United States, but in some aspects of its moral life Spain is far ahead of anyone of these three countries.

Let us see what Spain does educationally and we cite here its standing from a Year Book issued very recently. Spain has nine universities, attended by 16,000 students, of whom 5,000 attend the Central University of Madrid. It has 26,000 Public Schools, attended by 2,000,000 pupils, and 6,000 Private Schools attended by 350,000 pupils. This gives in all an attendance of 2,350,000, which in a population of nineteen million gives Spain a school attendance of nearly 13 per cent of its population. This is better than Russia, better than Greece, and equal to Belgium and Holland. Now, nobody would maintain that Belgium and Holland are behind in education or low in the scale of civilization. Then why single out Spain for condemnation?

But let us see wherein Spain is in advance of the other countries of Europe. Spain is by all odds the most temperate country in Europe. Now, certainly, temperance is a great virtue—at least prohibition lecturers aver and teach so. Spain has also the least suicides of any country in Europe. It has, too, the highest birth rate in Europe—38 in every thousand of its inhabitants. It has no divorce and its marriage separations are but very few.

In murders the United States leads the world. Here is the percentage of several countries: The United States 12 in every 100,000 of its inhabitants, Italy 8, Spain 4.74, France 1.72, Germany 1.06, and England .50.

So it will be seen that after all Spain is not as low or as far behind as its critics would have us believe.

As to Ireland there is no other country in the world has less crime, though its critics would have us believe that it is rocked by crime. It is a most common thing in Ireland to have the presiding judge at the Assizes presented with a pair of white gloves, indicating that there is no criminal case in the dock. No country in the world has less illegitimate children than Ireland, the sum total of those belonging almost exclusively to Ulster.

Then when we come to Quebec—French Canada—which has been so grossly misrepresented by the secular English press of Canada and the United States, we have a condition of prosperity and progress and moral life that obtains in no other part of our great Dominion. Judged by the number of illiterates—those who cannot read or write—Quebec occupies a creditable place, having less than four other provinces: Alberta, Saskatchewan, Manitoba, and New Brunswick. As to crime this is how it stands as compared with Ontario according to the last report of the Minister of Justice for Canada. It will be observed that the population of Ontario and Quebec is now almost equal. For Quebec the criminal and minor convictions for 1915 were 27,205, while those of Ontario were 58,876. These facts cannot be disputed or controverted and bear eloquent testimony to the position which Quebec occupies intellectually and morally among her sister provinces of the Dominion.

Let me here set down the fact that we Catholics cannot be too alert or watchful in correcting all misrepresentation of facts in connection with the Catholic Church and the condition and progress of Catholic countries.

Yet in doing this let us not swing to the other extreme.

The Catholic Church does not need our lies. We must remember that the Catholic faith as practised in Spain, Ireland, the United States, Italy or Canada, does not and cannot change human nature. Even our Holy Father, while directing the Catholic conscience of the whole world remains a man subject to all the frailties and weaknesses of man though dowered and strengthened and favored with special divine graces as the White Shepherd of Mankind.

Let us then witness everywhere to truth judicially, not controversially. Nothing is more convincing than an incontestable fact. History written with the pen of truth supplies the fact. This is the sword that shall conquer though the enemy drive down upon us with all the bewildering forces born of Error, Darkness and Night.

TRAINING THE MEMORY.

By a Sister of the Holy Names of Jesus and Mary.

All competent teachers are now fully alive to the necessity of developing the reasoning powers of their pupils; but in their laudable endeavors to accomplish this result, is there not a tendency to overlook the necessity of also exercising the memory? It is a common accusation that the teachers of olden times assigned only memory tasks to the exclusion of those that develop the judgment; but in this as in other things, the rule holds good: this must be done and the other not left undone. We are all aware of the annoyance caused by the servant, clerk, or pupil, who repeatedly offers the excuse, "I forgot," for a duty neglected, a task unperformed, or a message undelivered, and who seems to think this explanation a sufficient excuse for all shortcomings. But is not that forgetfulness itself a fault and a serious one, since a little examination will show that it can easily be overcome with attention and a determined will on the part of the person who "forgot," and who thus lightly places the blame for all his delinquencies on his "poor memory". Tell the clerk who forgot the task assigned to him by his employer that he is to have an increase of salary next week: will he forget? Inform the maid who forgot the injunction of his mistress that she will have an extra "day off" that week: will she forget? Announce to any school children that they will have a holiday the next day: will they forget, and appear promptly at school the following morning? Probably not, though they may have forgotten a very important home task assigned them. Hence we see that the process of remembering depends largely upon the interest a person takes in the thing to be remembered, and hence, also, the responsibility of the person who forgets. Teachers should not readily accept from the pupils that excuse, "I forgot," but make them understand that the forgetting is itself a fault, since it denotes either a lack of attention to the directions given or a lack of interest in the task imposed with a feeble will to obey, perhaps both.

We have said that memory can be trained, and as every one recognizes the value of a good memory, from the child's earliest school days through his whole social and business career to extreme old age, the instructors of youth should give careful, constant, painstaking effort to this important feature of education. If we study the workings of the mind in the process of memorizing, we shall find that five important factors enter into this process, and a teacher who would develop and strengthen the memory of his pupils would be helped by keeping them in mind. These factors are (1) Primacy, (2) Recency, (3) Vividness, (4) Repetition, (5) Association. Let us consider these successively.

(1) Primacy, or First Impressions.—Each one's experience will suggest to him examples of the force of early impressions, and, if erroneous, how difficult the task of changing them for correct ideas. Teachers of language know how much their work is facilitated by habits of correct speech formed at home when the child from his earliest years has had the advantage of possessing well educated, cultured parents; and, on the contrary, how difficult is the task of teaching correct forms of language to those children who first heard and used incorrect modes of speech at home. Early fears of thunder are likely to survive long after the reasoning mind has accepted the teacher's explanation that the danger lurks only in the lightning. Prayers learned in early childhood are remembered all through life. Thus we see the necessity of early instilling into the child's mind moral lessons of truthfulness, honesty, sobriety, etc.

(2) Recency.—The last ideas received are quickly recalled; the most recent explanation of the teacher is best remembered. Pupils "cram" just before an examination,

and some scholars of quick apprehension are able to master in a short time what duller pupils have laboriously absorbed during a much longer period of time,—though the knowledge thus acquired may be as quickly forgotten. We prepare for a literary entertainment by previous reading of the poem to be recited or analyzed; and those going to see a play of Shakespeare usually refresh their memories by a preliminary perusal of that particular drama.

(3) Vividness, of Emotional Accompaniment and Interest. All teachers now recognize the value of object lessons as a help to the memory, and employ them freely, even in such abstract sciences as Mathematics and Logic. In the Primary Grades, the pupils are initiated into the mysteries of addition, subtraction, multiplication, and division, by the use of small sticks, balls, pieces of chalk, etc.; while in the higher grades, use is made of yard-sticks, cubes, cones, etc. Geography is taught by maps, History with pictures, Botany by a detailed examination of roots, leaves, and flowers; and so with the other sciences. All these objects greatly help the work of memorizing facts and principles. Even in Logic, certain abstract ideas are made easier of comprehension by such visual representations as "Euler's circles."

Again, Interest, that superlatively important element in every mental process, is sooner aroused when the pupils feel that they are personally benefited by the result of their labors. Manual labor is better accomplished when the boys are allowed to keep the objects they construct. Lessons in Domestic Science are most effective among girls when they make dresses and hats for themselves, or are permitted to enjoy the good things they have cooked.

(4) Repetition.—This point is well understood by all efficient teachers, impelling them to make use of class reviews and drills of all kinds. But to be effective, these repetitions must introduce some element of variety, otherwise interest will be lacking, the pupils' attention will lag, and the desirable end of the repetition will not be attained. The Jesuits' principle, "Repetitio mater studiorum," is undoubtedly true, but in putting it into practice, they probably follow the advice of another eminent educator, who says, "Every subject of instruction should be viewed from as many sides as possible, and exercises as varied as possible should be set on one and the same thing." Another writes, "The art of the master is shown in disguising repetition, and bringing known things into new connection, so that they may partially, at least, retain their freshness."

Under the head of Repetition, we may commend the practice of writing instructive methods or literary gems on the blackboard, to be kept before the pupils' eyes until the lessons have sunk into their minds; also, inducing them to commit to memory choice literary selections, after their meaning has been mastered. It is probable that St. John's reiterated "Love one another" had more effect on his disciples, (even though they did complain of the repetition) than a single utterance of the divine precept.

(5) Association.—Words conveying clear ideas and sentences expressing intelligible thoughts are more easily memorized than meaningless or obscure words and phrases. Some professors interested in the processes of education, have tried the experiment of teaching children certain combinations of letters expressing sounds but conveying no ideas, such as duno, cavit, medin, tempor, plunry, etc., and they found that the children learned them only with great difficulty and after a long time, while the same children learned easily and quickly a list of words whose meaning they knew. Hence we see the folly of teaching the pronunciation of foreign words before their signification, or of teaching the alphabet before using the letters in words familiar to the child. So also, poetry should not be given to pupils to be memorized until it has first been studied as literature.

In conclusion, we repeat that lack of attention on the part of pupils is the chief cause of their forgetfulness. If their thoughts wander while the teacher is explaining the next day's lesson or assigning the home task, it is not surprising that the next day brings the familiar excuse, "I forgot." The boy or girl who, on reaching a store, forgets two of the three errands intrusted to him or her by the mother probably did not listen attentively while that mother was speaking. So the careless habit continues through life. Conscientious teachers, who desire to see their pupils not only successful students at school but also satisfactory members of the home circle and of society, will take the means necessary to cultivate in the young people under their care the very precious faculty of memory.

NEWS NOTES OF INTEREST.

The motto on the episcopal coat-of-arms of the new bishop of Duluth, Msgr. McNicholas, is: "Confidence in Divine Assistance."

The attendance in the Parish Schools of the Diocese of Syracuse, showed an increase this year of 17 per cent. greater than last year. As in former years, no doubt, the attendance will be larger in January, 1919, than at the beginning of the school year in September, 1918.

The Academy of the Sacred Heart in Grand Coteau, La., is now in the ninety-ninth year of its existence. The religious of the Sacred Heart were the founders of the school, and they have continued the good work down to the present day, when they are on the eve of entering a new century. The history of this convent means the history of the country round. It is said that the piety, good morals and manners of the colored women who were instructed in their religion by the good Sisters of the Convent at Grand Coteau is noted wherever they go.

Sacred Heart School, New York, of which the Right Rev. Msgr. Joseph F. Mooney, president of the school board, is the founder and pastor, is the largest school in the Eastern States, there being only one larger school in the entire country.

There are two schools in the Archdiocese of New York with enrollments of 3,000 each, four with 1,500, twenty with 1,000, sixteen with 750, twenty-three with 500, thirty-two with 250 and twenty with 100.

The Franciscan Monastery, near the Catholic University has, by apostolic rescript, received from the Pope this favor, that, by a visit to its chapel may be gained the same sort of indulgences that may be obtained by a pilgrimage to the holy places in Palestine.

Only the British flag shall be put in the public schools of Toronto and no language but English shall be used, according to recommendations sent on to the board of education in January by the management committee. This was the outcome of recent "strike" by Jewish school children because of the absence of Jewish flags among the flags of the allies displayed in some of the schools, and because Jewish has been considerably used in schools at night meetings.

The French government has conferred on Bishop Shahan, rector of the Catholic University, the decoration of an officer of the Legion of Honor, for his services during the war.

The Catholic Press Association of America is officially represented at the Peace Conference in Paris by Miss Edith Callahan of Louisville, Ky. Miss Callahan received her early education from the Sisters of Mercy in Louisville and is eminently qualified as a special correspondent.

The reconstruction committee of the National Catholic War Council, to which the administrative committee of bishops has entrusted all reconstruction problems, has taken up the employment problem in co-operation with the other war welfare organizations and the United States Employment Service of the department of labor. Fifteen field agents are already at work in the different states organizing Catholic committees to find employment for men discharged from the service.

The Society of the Divine Word was 43 years old on September 8, and numbers now more than 700 priests, 70 novices and approximately 200 scholastics in minor orders, 1,200 students studying the classics, 800 lay brothers, 12 mission colleges in various counties, and is otherwise extending.

The Religious of the Sacred Heart of Marymount, at Tarrytown-on-the-Hudson, lately received as gift three buildings and twenty acres of land, aggregating in value \$175,000.

The Quigley Seminary now in course of building is providing an open lunch room to furnish 500 students with meals at about 16 cents cost. The cafeteria opened recently.

Pastors of all churches in the St. Louis archdiocese received as a Christmas present, a raise in salary of \$200 each to be available for the present year. The salaries of city priests will be raised from \$1,000 to \$1,200 and those outside of St. Louis from \$800 to \$1,000.

Pope Benedict XV. has awarded the cross of merit "Pro Ecclesia et Pontifice," to Miss Mary Aloysia Molloy, A. M., Ph.D., dean of the College of St. Teresa, Winona, Minn., in recognition of her work in the Catholic educational field.

No decision has as yet been reached regarding the Oberammergau Passion Play in 1920.

The first memorial in honor of the late Cardinal Farley to be set up in this country will be a large Angelus bell soon to be installed in the tower of historic St. Andrew's church New York City.

Archbishop Moeller, of Cincinnati, has issued an appeal to the Catholics of his archdiocese to come to the assistance of the orphans of France, who are exposed to the danger of being deprived of their faith by the atheistic French government.

Somewhat of a sensation was caused in Berlin on a Sunday in January, according to a dispatch to the Handelsblatt, when the nuns from the Catholic Lyceum in Lindenstrasse marched to the polling booths in a group.

Plans are already under way for the celebration of the golden jubilee of St. Marys College, St. Mary's, Kas., which is to take place in June, during commencement week. At the same time the triennial gathering of the St. Mary's alumni is expected.

New Books
The Gregg Publishing Co.
Educational Publishers
New York Chicago San Francisco

AMERICAN IDEALS, Selected Patriotic Readings, by Emma Serl and William J. Pelo, A. M. (Harvard).

A selection of patriotic readings designed to teach patriotism and citizenship. Adapted to seventh and eighth grades and Junior high schools. 160 pages, cloth, 90 cents. Ready now.

PERSONALITY: Studies in Personal Development, by Harry Collins Spillman, Specialist in Commercial Education for the Federal Board for Vocational Training.

A textbook that helps the student discover himself. It develops inherent forces, and makes for higher personal efficiency. Contains tests to measure accomplishment and to stabilize acquired principles. 192 pages, cloth, gold stamping, \$1.50. Ready March 1, 1919.

CONSTRUCTIVE DICTATION, by Edward Hall Gardner, A. M., (Dartmouth), Associate Professor of Business Administration, University of Wisconsin.

Every teacher of shorthand knows the profound influence of dictation material on the student's English growth. The book teaches business English along with the acquirement of shorthand skill. 320 pages, cloth, \$1.00. Ready April 1, 1919.

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APPLIED BUSINESS CALCULATION, by C. R. Birch, author of Lessons in Rapid Calculation.

Drills and tests covering the fundamental principles of arithmetic. Adapted to classroom work. Eliminates unproductive mechanical work and leaves the child's attention free for mental processes. 194 pages, paper covers, pad form, stiff back, 35 cents. Ready now.

Send for complete list of new publications.

The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTIONS—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$1.50; Canada, \$1.75; Foreign, \$2.00.

REMITTANCES—Remit by express or postal orders, draft or currency to The Catholic School Journal Co., Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
Member of The Catholic Press Association.
445 Milwaukee St. MILWAUKEE, WIS.

FEBRUARY, 1919

The practise of making spiritual reading a part of the daily exercises during the holy season of Lent should have ready response from all teachers. Even ten minutes a day will refresh the spirit, and take the mind off the world and its cares and temptations. We need these little intervals of rest in God to keep us tranquil and patient.

The value of your school depends on the man or woman in charge, not on bricks, mortar, and supplies. A hard, cold woman will blight the trustful spirits of the children just as surely as a late frost will blight the fruit blossoms. When you have raised a pet colt you are very careful of the hand that is to train him, and you will not allow a rough man to drive him for a single mile. Be as kind to your children.

An attempt is to be made to introduce into the public schools of New York City, moral training of some kind, for which purpose various methods are being suggested. This new departure is an eloquent confirmation of the Catholic principle that in a proper educational system, moral and intellectual development should be simultaneous. Non-Catholic educators are now everywhere recognizing the need of this.

At the moment of death what avail the offices we have held in life, the honors we have enjoyed, the praise, the friendship and the esteem of men? So many we have known are now dead, yet of none of them has it been

said: He is happy, for he was a man of lofty intellect; he is happy, for he was a deep philosopher, a deep theologian. No, but we have said: He is happy, for he was a true and holy religious.—Father Arsenius, O. F. M.

THE CONSECRATED NUN.

The consecrated nun, chosen from among the noblest and most heroic of her sex, refined by years of austere and scrupulous training, anointed by that special unction of God, through her vocation by which all men call her Sister, exalted by the sacred and heroic memories of generations of God-like, patient, high, serene devotion to humanity in hospital and on battlefield, in school and in asylum, enthroned forever in the imaginations of even commonplace men as the sublimest embodiment of our best human nature—the sweet and silent and serene nun has not escaped their sacrilegious slander.

TRUE EDUCATION.

"True education is a process of guiding a human being from a state of imperfection to a state of perfection. It is the development of man according to the highest attainable standards, the discipline of the soul and body into the best that can be had." And so we aim at training or developing the whole man—the body and the senses, the soul and all its powers, natural and supernatural. Our system of education, strictly followed, does not tend to make a mere athlete, nor a mere scholar, nor simply an upright man, but a perfect combination of all—a lithe and active body with acute sense, a powerful intellect, a virtuous heart.

CLOISTER CHORDS.

Sister M. Fides Shepperson.

I.

A striking characteristic of the services of our holy Mother Church is purity. The scenes presented in countless chapels, churches, cathedrals on the feast of the Purification seem nearer than anything else on earth to the concept but feebly expressed by the word Immaculate. White altar, white flowers, white-flaming candles, white priestly vestments are but fitting externals typifying the Church's love of holy purity, typifying that angelic virtue humbly radiant in celebrants and communicants—her favored souls.

II.

Mother Immaculate—those two words have in them thought-values which if rightly pondered and assimilated must console the heart and ennoble the character. The word Mother stands for what the heart craves—gentleness, overlooking of faults, toleration, everlasting kindness. The word Immaculate stands for what the soul at highest and best craves—integrity, sinlessness, stainless purity. "Purer than foam on central ocean tossed" is she to whom amid loud chorus of acclaim, white glory of ritual, pomp of irrepressible praise, we pray—calling her tenderly Mother, calling her reverently Mother Immaculate.

SAINT THOMAS AQUINAS.

St. Thomas was born at Rocca Secca, in Italy, in 1226. At the age of seventeen he joined the Dominican Order. His learning was so great that he is called "The Angel of the Schools." Once, when writing, there came to him from the crucifix a voice saying: "Thou hast written well of Me, Thomas; what recompense dost thou desire?" St. Thomas answered: "No other than Thyself, O Lord!" He died at Fossa Nuova on the 7th of March, 1274.

"Thou so well of Me hast written, Thomas, what is thy desire?
What the recompense thou seekest?
What return dost thou require?"
Then St. Thomas answered wisely:
"Only Thee, Thyself, O Lord,—
Only Thee, my God and Master,
Want I as my sole reward!"

* * *

Dear St. Thomas, do thou teach us
Earth's allurements to despise,
That the worth of things eternal
We may fitly realize!
Make us hold as less than nothing
All that Jesus might disown;
Strengthen us through life, St.
Thomas,
That our goal be God alone!

AMADEUS, O. S. F.

Abraham Lincoln said: "Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries and in colleges; let it be written in primers, spelling books and in almanacs; let it be preached from the pulpits, proclaimed in legislative halls and enforced in courts of justice, and in short let it become the political religion of the nation and let the old and the young, the rich and the poor, the grave and the gay, of all the sexes and tongues and colors and conditions sacrifice unceasingly upon its altars."

Anti-Parochial School Bill Illegal.

The proposed anti-parochial school amendment, backed by the Wayne (Mich.) County Civic Association, loses its last chance of going before the voters at the April 7th election when the Michigan Supreme Court recently refused to issue an order to show cause against the Secretary of State on the petition of James Hamilton, of Detroit, for a writ of mandamus to compel acceptance of registers of women. The petition contended that the woman suffrage amendment went into effect immediately after the election of November 5th, and that signatures of women made between then and the time the petitions were filed were, therefore, legal. The Secretary of State had acted upon the advice of the Attorney General and refused to count signatures made before December 5, and signatures on petitions circulated by women before that date.

Signatures of 5,993 women were crossed from the petitions and 3,028 signatures of other voters were ruled illegal because they were on petitions circulated by women. This reduced the total number of signatures to 38,631, whereas 43,469 are required for submission of an amendment.

FOR LINCOLN'S BIRTHDAY—FOR WASHINGTON'S BIRTHDAY

This Beautiful Emblem of Victory for Your School—Without Cost to You



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Every teacher who feels the pulse beat of American patriotism can find in the inspiring presence of this beautiful Emblem of Victory the inspiration for dozens of lessons in American Patriotism and American Ideals. It also affords your pupils the opportunity to become familiar with the victorious flags of the Allied Nations and with the faces of 12 of the great War Heroes of the World, all of which are included with this Wonderful Emblem. Your own school need not be without it when it can be had without cost.

This Beautiful Emblem is 4 feet high

Read This Description

This large beautiful Emblem of Victory measures four feet from top to bottom and consists of an artistic special wood shield in brilliant national colors, surrounded by a rich gilt border, the stars and stripes typifying the Original 13 Colonies. Surmounting this handsome shield is the fighting American Eagle in mache, completely finished in gilt. From the top of shield projects in a semi-circle, the national colors of the United States, in the center, England and Belgium on one side, and France and Italy on the other—all five flags are silk with gilt spears. To complete the artistic effect there hangs from each side a red, white and blue girdle ending in a tassel. It is utterly impossible to convey an idea by this illustration of the brilliant and striking colors of this emblem. It must be seen to be appreciated.

THE REMARKABLE AND UNIQUE FEATURE of this emblem is the special device in connection with the shield by which in a moment's time you can remove the picture of President Wilson and display any one of the eleven other War Heroes shown, all of which are included with this emblem. These 12 artistic pictures are all accompanied by biographical sketches, affording occasion for 12 separate lessons in Current History, giving the pupils an acquaintance with their lives and a familiarity with their faces of the men who have changed the World's History.

READ HOW EASY IT IS

We will provide any teacher, upon request, with 135 artistic Emblematic Pins, each showing in national colors Old Glory, the Union Jack of England and the Tri-Color of France. These pins are beauties and at only ten cents each are quickly sold by the pupils to their parents and friends, who are not only glad to help the pupils but also to procure a pin that symbolizes America and her brave Allies. When all the pins are sold, send the proceeds to us and we will immediately forward all charges prepaid, this beautiful emblem, including shield, eagle, five flags, 12 War Hero pictures, etc., exactly as described.

The people of your community will become as interested in this school enterprise as the pupils and will gladly buy the pins, not only because of the patriotic and educational nature of the undertaking, but also because of the value of the pin as a patriotic insignia.

We are the producers of this wonderful emblem and it is easily one of the most remarkable and attractive designs ever offered. For many years we have been distributing works of art to the schools of America and enjoy the acquaintance and endorsement of hundreds of teachers. No American School can afford to be without this beautiful Patriotic Emblem of Victory, now that it may be secured without cost. It will help to keep the spirit of patriotism foremost in the minds and hearts of your pupils and to commemorate the service of the boys from your community who fought "over there." No child who learns to love and appreciate this beautiful emblem will ever be anything but a true American citizen and the teacher who brings this powerful influence of American patriotism into his or her school deserves the thanks of the entire community.

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GREENFIELD - - - INDIANA



GREENFIELD ART ASSOCIATION 309 Main St., Greenfield, Indiana
Gentlemen: Please send me by return mail the emblematic American-Atty pins to be sold by my pupils at ten cents each, the proceeds to be sent to you, for which our school is to receive the large Emblem of Victory exactly as described, including its 12 interchangeable War Hero pictures, all charges prepaid.
Name.....
Postoffice.....
State.....
C.S.11-10

SEAT WORK IN ARITHMETIC

Prepared by Faculty of Waupaca County, Wis., Normal

To do is easy if we know **what** to do and **how** to do it.

1. Have number cards with numbers and signs same as anagrams. Use **daily** for copying combinations from the board. The children should very soon be able to give many **surprise** number stories.

2. Trace and cut ten circles. Mark each with five (5) for nickels.

3. Fold a paper in the middle vertically. Fold twice again. There will then be eight spaces. Write in each space, beginning with one, the Arabics, the written and the Roman forms of number 1, one, I.

4. Clock dials—With pegs. Children represent numerals on clock dials, using a circle as a background. Later, teacher may write some "time" on the blackboard and children can represent this with pieces of cardboard for the hands and pegs for numerals.

5. Make a six inch rules of cardboard showing inches.

6. Draw and cut a six inch square.

7. Cut straw into three inch pieces. Into one inch pieces.

8. Draw a ladder six inches long—make the rounds an inch apart.

Cut the numbers from the leaves of a calendar for the children to arrange in their proper order.

9. Make a ladder with one and two inch sticks.

Make a railroad with six and two inch sticks.

Make a fence with one and three inch sticks.

Make a rake with one and three inch sticks.

10. Draw and cut six two inch squares. Write man on each.

11. Make dominoes of cardboard. Have the children arrange them according to order indicated on board:

0	2	3	0	6
4	2	1	5	6

12. Draw and cut six one inch squares. Number these from one to six.

13. With the ruler before you, draw lines one inch long, three inches long, twelve inches long.

14. Make a toothpick fence one foot long. Lay the toothpicks two inches apart. How many toothpicks?

15. Knot a yard of cord with the knots two inches apart. Later, try three inches.

16. Have children build numbers with toothpicks. 19, 12, 15, 13 are made up of ten and nine, ten and two, ten and five, ten and three. Have the bundles of ten put in rubber bands.

17. Rule a manilla calendar sheet for the month, making the squares for the dates an inch on a side.

18. Use circles to represent scores made in playing a game with bean bags.

(2) (2) (2)-6 (3) (3) (3) (3)-12

(2) (2) (2) (2) (2)-10 (2) (2) (2) (2)-8.

19. Children cut circles to show one-half, one-third, one-fourth. Children fold paper to show halves, fourths, thirds, sixths, ninths.

20. A "play" Grocery Store.

Articles required: Pasteboard money, scales with one-fourth, one-half, one and two pound weights, 1 quart cup, one-fourth and one-half peck measure.

Unhulled walnuts or butternuts or potatoes, serve as potatoes, eggs, lemons.

Box of sand serves as sugar, coffee, salt, flour, pepper.

Box of sawdust serves as corn meal, molasses, vinegar.

Small pumpkins will do for hams.

Empty boxes can be used for Quaker Oats, currants, raisins, cocoa, shoes and candy. Empty cans take the place of tomatoes, peas, beans, corn and salmon.

Circular pasteboards can be used for ribbon so as to introduce problems with yards.

Spare time may be used for making out bill of articles desired and, if children are able, to figure out cost of same. A paper with the list of articles should be posted to aid small children. Two pupils with perfect work may be appointed merchants each day. All bills should be submitted to the teacher and corrected before being paid. Five and ten dollar pieces should be used to see if they understand giving change. Checks are used by the older pupils. This work may be continued for a long time, a few minutes three times a week.

21. With the pegs make the Roman numerals.

22. Give each child a box of cards on which are the numerals 1, 2, 3, 4, etc., and require them to place each of these in its proper place beside the Roman numerals.

23. Copy the above with pencil.

24. Supply the child with pegs and cards on which are figures, words, and pictures of objects up to 10 or 20. The pictures may be anything, as balls. Suppose the child picks up a card on which are ten balls. He must find the card that has the figure 10 on it, and the card on which is the word ten, and must make the Roman numeral X with his pegs.

25. Have a few colored glass beads, or cranberries, or rose haws, and some thread. String in groups of twos, threes, etc.

26. Let children draw groups of straight lines in certain numbers and place beneath the figures indicating the number.

27. Have something that will represent money. Round cards the size of nickles, dimes, quarters, etc., with figures on them will do. Let them use this for counting, buying, etc.

28. Have wires or strings in some convenient place as across the window or across the corner of the room. On them string beads, buttons, or spools. Let the little ones stand and count them.

29. Have a bundle of rules with inches marked on them. They may be made of stiff pasteboard or stiff manila paper. Let the children take them to their seats and measure desks, books, aprons, jackets, etc.

30. Have boxes or envelopes of figures and arithmetical signs that the pupils may use in making tables on their desks.

31. Small strips of cloth cut up and assorted according to color and material may be used in number work. For example, two woolen scraps and four cotton scraps are six scraps, or two blue scraps and four red scraps are six scraps. This also teaches color and may teach the kinds of cloth.

32. Let each pupil imagine himself to be a merchant in any line of trade he pleases, and make problems in regard to it. He should write out the problem and find the answer before he hands it in.

33. Send the little ones out into the fields or school yard and tell them to bring you a certain number of leaves of plants, or twigs from the trees, or different flowers, and have them tell you or write all they can about them. Let them make little arithmetical problems about them.

34. A school store. Let the position of proprietor or clerk be awarded for good conduct. Use toy money, paper for muslin, calico, silk, ribbon, etc., water and sand for groceries. The children's ingenuity will invent articles. Let the store be in the corner of the room, ante-room, outside (in summer), but always within view and hearing of the teacher. Allow its use in school hours, occasionally as a reward, or to help about the arithmetic work.

35. Making stories about numbers. For example, place upon the board the figures 1, 2, 3, and tell them to make a certain number of stories, using those numbers, the kind of work required to be suited to that the class is doing. Suppose it is addition, the child may say,

"Mary had one apple, Jennie gave her two more. She then had three apples."

36. Fastening leaves together with little sticks, and stringing flowers on grasses for number work.

37. Tell what you would do with a dollar if you should find one.

38. Direct the pupils to divide a sheet of paper into square inches. Write one of the forty-five combinations in each square.

39. Direct the pupils to cut a ladder twelve inches long with the rungs exactly one inch apart.

40. Place these directions on the board. Cut an oblong four inches by eight inches. Cut a square one-half as large.

41. Cut a six-inch square. Cut an oblong one-half as large.

42. Have children count the objects in good pictures, as, 1-2 birds, 1-2-3 cats, etc.

43. Suggest to the children that the pegs are soldiers, and have them march around the desk by twos, by threes, by fours, etc.

44. Lay squares, circles, oblongs and triangles with pegs.

45. Make numbers in large size on a sheet of paper and beside them write their names. This is an exercise that it is well to repeat until the spelling of the number names is mastered.

46. Have a box of colored sticks from one to six inches long. Add to the box cardboard slips of proper length saying "one inch," "two inches," etc. Let the

child match sticks and cards. He can also place sticks end to end and after the row of sticks place the card that shows their sum.

47. Give pupils sheets of paper and rules and then tell them to draw a rectangle 9 inches long and 5 inches wide. Let them divide it up into inch squares and write one of the 4 combinations in each square.

48. Have children draw pictures of pint, quart, and gallon measures, making the picture as near life sized as possible.

49. Let children learn to picture the conditions of the problems they have to solve. The following will illustrate—If two men start together and go in the same direction, one at 4 miles per hour and the other at 5 miles per hour how far apart will they be in 3 hours?

1 hour—4 miles.

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1 hour—5 miles.

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How far apart in 3 hours?

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50. Have children cut out the figures from old calendars and lay them on the desk in their proper order as far as they can count.

51. Have the middle form children make a magic square; that is, let them arrange the nine digits in three rows each way so that the sum of each row each way as well as the sums of the diagonals is equal to 15.

ELEMENTARY AGRICULTURE

Ira D. Mullinax

SWINE—THEIR NEEDS AND COMFORTS

Swine on American farms are receiving better care and treatment than ever before. The filthy mudhole of former times has about gone out of fashion. Cement wallows filled with clean water now are provided on numerous farms, for hog men have learned that the hog plunges into the wallow not because he is fond of filth, but because he is seeking coolness and comfort. A breeder of Poland Chinas has a big frame filled with sand and covered with boards to keep out the sun. Water is thrown on the sand every day and here his pure-bred porkers keep cool and happy thru the hottest days. Filthy surroundings are a menace to both the family and the hog on the farm, and most swine breeders now try to keep their hogs in clean, sanitary surroundings.

Improved methods of feeding have added no little to the comfort of the hog. The old cruel ring in the nose to prevent rooting is rapidly going out of fashion, for it has been discovered that hogs will not root when given properly balanced rations. Professor John M. Eyvard of the Iowa State Agricultural College, saw some of his hogs turning up the sod with their noses. He added some meat meal to their ration and they soon lost all interest in rooting. Swine raisers everywhere are finding out about such things and treating their hogs more kindly.

A breeder who owns one of the most famous show herds of swine in the Middle West goes to great pains to cook all the feed for his herd. In the winter it is hauled out to them piping hot. Asked why he did this, he made this significant reply: "Did you ever notice how much better YOU feel after eating a bowl of hot soup on a cold, wintry day?" Hogs that are in misery from cold will not eat or drink enough to gain rapidly, so almost everywhere they are getting better feed and good warm quarters in the winter.

Sows at farrowing time are kept in warm, sanitary quarters and are sometimes given better attention than some farm women receive at childbirth. The young pigs are looked after almost as carefully as newly born babies. Swine breeders have learned that it pays to give the pig a proper start in life.

Pigs no longer are beaten, recklessly driven and annoyed. When the hog is comfortable and sleeping without a care—and no other animal seems able to take so much comfort as a pig—then is when he is putting on fat and adding bone and muscle to his frame. Altogether, the hog is faring as well as any other animal on the farm, and in many cases even better.

Interest in pure-bred livestock and the high prices of recent times have done much to stimulate this condition, but the United States Department of Agriculture and the state agriculture colleges have been doing their full share toward educating the farmer to the needs and comforts of his hogs.

One who visits numerous farms and hog ranches in the course of the year is authority for the statement that there are more comfortable, happy hogs in the country than ever before. And it hasn't all come about merely as a matter of cold, sordid business. Successful breeders everywhere make this assertion: "You've got to LOVE pigs, or you won't be successful with them." Many breeders say something like this: "There is nothing on the farm that appeals to me so strongly as a litter of young suckling pigs, warm and snug in their nest when the weather is cold."

Hogs are going to market in cleaner, more roomy cars than ever before. Hundreds of others are being taken to market in the cool hours of the morning in comfortable trucks, an ideal way of transporting them to the stockyards. Many livestock dealers believe the truck will soon take the place of the railroad for hauling hogs one hundred miles or less to market.

It should comfort every lover of animals to know that after all his long years of abuse, the hog is coming to be better understood and cared for.—Our Dumb Animals.

PICTURE STUDY Elsie May Smith

SHOEING THE BAY MARE—LANDSEER

Paintings of animals became a popular branch of art when Landseer took up the work and devoted his brush to portrayals that were skillful, lifelike and touched with human sympathy and insight. His animals all make an appeal that is comprehensible to the average mind and calls forth its hearty response. They present the traits of their living originals so forcefully and so vitally that all admire them and acknowledge their charm.

In such a picture as "Shoeing the Bay Mare" we have a commonplace, homely theme treated in a natural, everyday manner, owing its charm to no extraordinary or sensational presentation, but to the fact that it is so extremely natural. It is just such a scene as we might find in any blacksmith's shop. For that reason it causes a **sense of recognition** and leads us to feel its force by reminding us that we have seen just such a scene time and again. Consequently its appeal is instantaneous, especially to those who can enjoy a skillful, sympathetic treatment of the things of every-day life.

The mare is the most important thing in the picture, and so is well placed in the center. Her face is turned towards us. The light falls in streaky patches upon her silky dark coat, while her look of patient resignation indicates that her disposition is as good as her appearance. In the foreground is the blacksmith bending over her foot upon which he is nailing a shoe. He is intent upon his work—a sturdy, industrious type of blacksmith, we should judge from his attitude. A dog to the left is watching the proceedings with a serious, natural, dog-like look. It is in his portrayals of dogs that Landseer is considered most successful, and the specimen here given is a good example of the naturalness with which his dogs are presented. Beyond the dog is a donkey, saddled, apparently waiting his turn for the blacksmith's attention. Above the mare, a bird-cage hangs from the ceiling, suggesting another visitor who has found a welcome in the blacksmith's shop. The box of tools in the extreme foreground is rendered with much accuracy of detail, while behind the mare we see the corner of a stool with a horseshoe resting upon it, and other horseshoes hang against the wall near the forge whose presence is merely suggested.

Questions for Study

- What is the title of this picture?
- What is the center of interest?
- Where is the mare? What is being done to her?
- Is she a fine-looking animal? Why do you like her appearance?
- Do you think she has a good disposition? Why do you think so?
- What look do you see in her face?
- What kind of a coat has she? Where does the light fall upon her?
- What kind of a man do you think the blacksmith is?
- Do you think he is industrious? Fond of animals? Why?
- What is he doing?
- Does he seem interested in his work?
- What other animals do you see besides the mare?
- What is the dog doing?
- What kind of a look has he on his face?
- Is he a natural looking dog?
- Why do you think the donkey is here? What has it upon its back?
- What do you see hanging from the ceiling?
- What does the cage suggest to you?
- What do you see in the extreme foreground of the picture?
- Do you think these tools are naturally represented?
- What do you see in the corner of the picture?
- What rests upon the stool? What else do you see behind the mare?
- Is this a natural-looking picture?
- Why do you think so? Do you think it is a scene such as might be seen in many blacksmith shops?

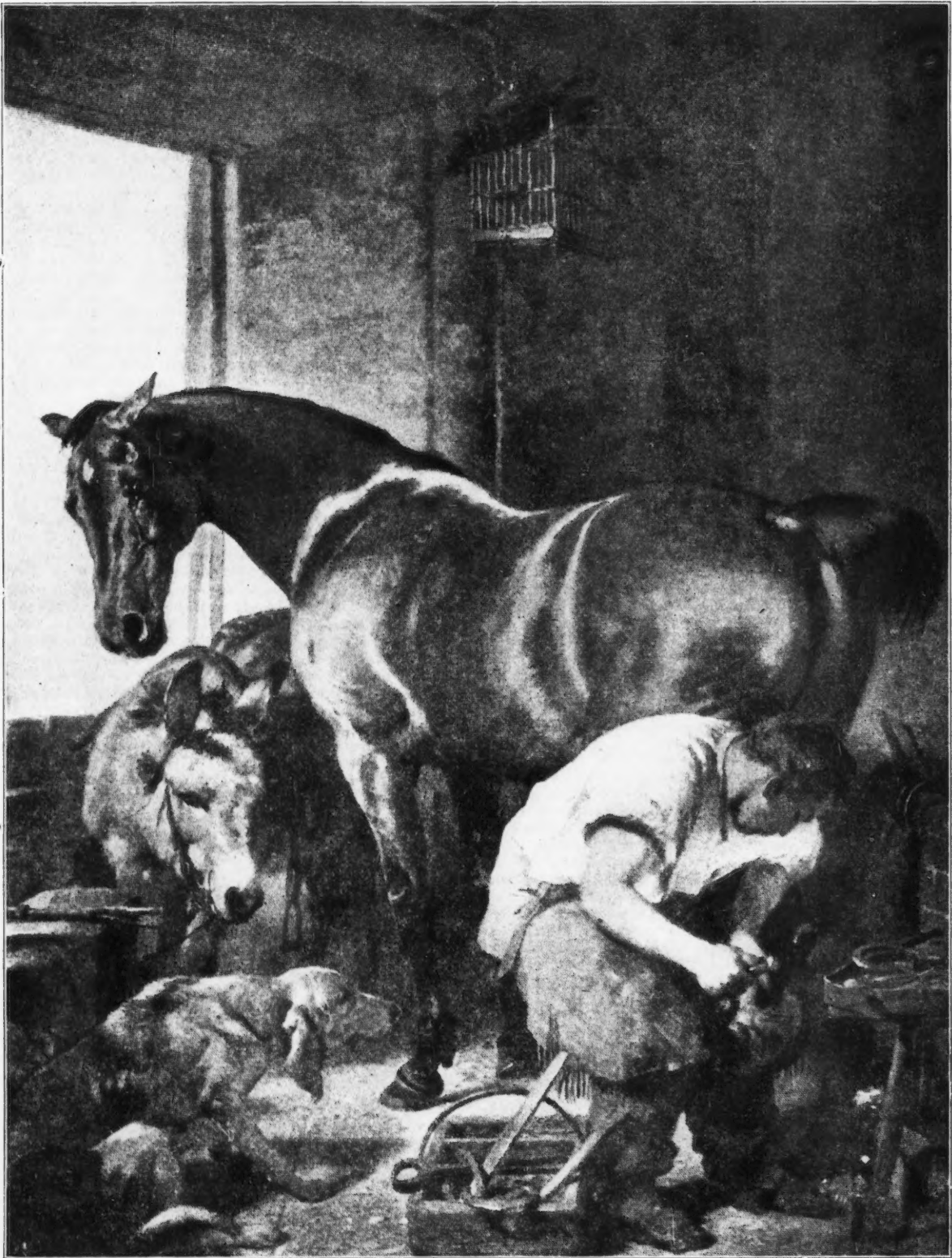
- Do you like this picture? Why?
- Are you fond of animals? Do you like horses?
- Do you think the artist who painted this picture liked animals? What makes you think so?
- Has he made a pleasing picture of the mare and the other animals represented here?
- To what trait or features do you think it owes most of its attractiveness? Why do you think so?
- Did you ever own a horse or use one? Did you enjoy it?
- If not, do you think you would like to own one?
- Why do you think a horse makes a good pet?
- If not, why not?

The Artist

Sir Edwin Landseer, the most popular animal painter of the nineteenth century, was born in London, March 7, 1802. He very early showed a deep love for animals and great skill in sketching them. He was the youngest son of John Landseer, a distinguished engraver, whose children inherited his artistic talent. There were in the immediate family no fewer than eight persons who attained more or less distinction as artists: John, his brother Henry, and six of John's children, of whom Edwin became the most famous. John Landseer gave his gifted son his first lesson in drawing, directing him in a manner that meant constant improvement in the child's work and encouragement to do his best. Some of the pictures Edwin made between the age of five and ten were so good that his father kept them, and now after a hundred years they may still be seen in the Kensington Museum, in London.

With two of his brothers, the child studied art with an English painter in London, and in 1816 entered the Royal Academy. At this early age of fourteen Edwin sent pictures to several galleries. He studied for a while under the artist Haydon. A picture of his called "Dogs Fighting" (engraved by his father) was painted when he was sixteen, and "The Dogs of St. Gothard Discovering a Traveler in the Snow," also engraved by his father, appeared two years later. The people of London became interested in his pictures, and he immediately became the most noted painter of animals. No one else could paint dogs as Landseer did, and so his pictures were in great demand. He was elected an Associate of the Royal Academy at the age of twenty-four and received the rank of Academician four years later. He was expressly invited by Sir Walter Scott (as great a lover of dogs as himself) to visit Abbotsford, where he made himself popular with Sir Walter and his wife by sketching their dogs for them. There he studied animals in their native haunts, in the deep forests, on the wild mountain sides and by the lakes and rushing streams. Thus he acquired a bolder and freer style in his work and became fond of deer as subjects for his paintings.

For fifty years Landseer's paintings formed the chief treasure and attraction in the Royal Academy exhibitions, and engravings from his works had such a circulation in England that in the sixties there was scarcely a house in which there did not hang one of his horses, dogs or stags. Even the Continent was flooded with them. Some of his pictures are "Night," "Morning," "Children of the Mist," "The Return from the Deer-Stalking," "Sir Walter Scott and His Dogs," "Alexander and Diogenes," "Dignity and Impudence," "The Sleeping Bloodhound," "The Connoisseurs," "The Old Shepherd's Chief Mourner" and "A Dialogue at Waterloo" representing the Duke of Wellington explaining to his daughter-in-law the incidents of the great fight years after it occurred. This is one of the best of the few figurepieces he painted. He was knighted in 1850. In 1855 he received at Paris one of the two large gold medals awarded to Englishmen. The complete list of his works is very large. A sportsman who wandered about all day long in the open air with a gun on his arm, he painted pictures with all the love and joy of a child of nature. This accounts for the vivid force of his work. Perhaps he owned a large part to his charming social qualities. He died a millionaire in 1873, and was buried with the honors of a public funeral in St. Paul's Cathedral, London.



SHOEING THE BAY MARE

From Painting by Edwin Landseer

STORIES WITH SEATWORK IN READING, LANGUAGE DRAWING AND HANDWORK

By Laura Rountree Smith

A FEBRUARY STORY

Polly and Peter were talking one stormy afternoon when they heard "rap- a- tap" on the door, and a voice called:

"May I come in? May I come in?
And join you in your merry din?
Inside the fire glows bright and cheery,
I'm very merry February!"

With that, February bounded into the room.

He was covered with valentines from his head to his heels. He had flags in each pocket, and his suitcase was so heavy he set it down with a bang on the floor.

He said, "I just bid the New Year good-bye. He is a month old now and will be called an Old Year some day."

"I am always young. I never grow old, and I visit you once every year. Everybody knows February."

"Do you want to see what I carry in my suitcase?"

At that, Polly and Peter crowded around him, of course.

February pulled at the clasps of his suitcase and took out a picture of Abraham Lincoln building a log house.

The picture grew larger and larger and more lifelike every minute, and before the children could say a word they were shaking hands with Lincoln.

He said his birthday was February 12th and he hoped the children would remember him.

Then February waved his silver wand and Lincoln vanished, and Peter and Polly cried, "The flowers, the flowers, the wonderful flowers!"

They were in St. Valentine's garden, where the flowers grow all the year.

There were roses, and lilies, and poppies, growing in St. Valentine's garden.

The flowers made a red, white and blue flower bed.

The roses sang:

"Send a message of good cheer
On February 14th, every year."

The lilies sang:

"You're very dear, oh mother mine,
So I send this valentine."

The poppies sang:

"On February 14th send
A pretty card to every friend."

The flowers told about good St. Valentine and his love for flowers and children.

They said he sent flowers and messages of love and cheer to every one.

Then in came the old-fashioned valentines, with lace and dainty pictures upon them.

There were new valentines also that stood upon the counter.

In came the heart-shaped valentines singing, to the tune of "Comin' Thru the Rye":

"If a body love a body,
Let him write a line.
If a body love a body,
Make a valentine,
One for father and for mother,
With some verses fine,
And to all your little playmates
Send a valentine."

Polly and Peter were so happy in St. Valentine's garden that they wanted to linger there, but February cried, "What about Longfellow's birthday? Think of all the days we have to celebrate! Think of Washington's birthday, too!"

Suddenly they saw rows and rows of tents, and Washington in command of his army.

He stood near his own tent and politely asked Peter and Polly to come inside.

Polly said, under her breath, "I hope he won't tell us about his childhood days."

Peter said, under his breath, "I hope he won't tell about his school days."

George Washington seemed to know what the children were thinking about, for he said, "Let us study about shields; they are very old, but they may be new to you."

On the table before them lay many quaint and curious shields. They had been used in battles years and years ago.

There was the Norman shield, and the children said it looked something like a heart-shaped valentine.

There was the Lozenge shield. It looked like a kite. It had several decorations upon it.

There were the Dexter shields, with many decorations upon them. They were made from modified squares.

Washington said, "Long, long ago, shields were carried in battle, on the left arm, to protect from a blow."

"They were used in the middle ages and even before that time. Some shields were circular and some square."

"They were made of wood and metal."

The children were much interested and wanted to ask Washington some questions, when February waved his little wand, and they found themselves on Longfellow's stairway with his children—Edith, Allegro and Alice.

They looked in his study and saw Longfellow in his great armchair. He was reciting a poem he had composed entitled, "The Children's Hour."

February waved his magic wand again and the children saw American flags all about them.

They heard the stars and stripes singing, "We are old, yet ever new, and we sing of a happy, united people who say:

"The flag is ours, with its crimson bars,
And stars in the field of blue.
The flag is ours, and high it towers,
The red, the white, the blue."

February said, "I must leave you soon, for I am short of days and such a busy fellow. Can't you hear March already, with his royal trumpeters?"

Sure enough, the wind was blowing a gale, but the children begged February to linger.

He said, "I will show you one more picture before I go."

He waved his wand and showed George and Martha Washington dancing the minuet.

They wore quaint, old-fashioned costumes and danced with stately step and slow.

When the dance was ended, February said, "If you are home next month I will ask my cousin, March, to tell you one of Anderson's Fairy Tales in which I am spoken of as 'Prince Carnival.'"

"Hurrah, hurrah," cried the children. "We do hope March will remember to tell us the Fairy Tale."

Then a great wind began to blow, and February ran out, with the snowflakes falling all around him.

"Don't forget to make a new calendar; don't forget to make pretty valentines; don't forget to draw some shields," he shouted back to them.

With a whistle and song, February was on his way.

SEATWORK

Take the story from dictation, or write on cards for the children to read and copy. Read it to them slowly and ask them to reproduce it orally.

Describe February and copy the verse he recited.

Draw February from a live model, a boy carrying a suitcase and flags.

Cut and paste February from a model.

Look up the life of Lincoln, draw his log house or lay it with splints.

Write six sentences about Lincoln.

Imagine you see St. Valentine's garden, cut flowers from catalogs and paste on paper. Arrange in rows to form a garden. Draw and color roses in a square, write the words they said below. Draw and color poppies in a circle, write

the words they said below. Draw lilies in an oblong, write their words also.

Write briefly the story of St. Valentine. Make old-fashioned valentines and heart-shaped valentines. Decorate with flowers you color and write a verse upon each.

Draw and color our flag on a heart-shaped valentine.

Write upon it:

"As long as we wave the red, white, and blue,
I will always send my best love to you."

Use lace paper from inside a candy box to use on your old-fashioned valentine. Write verses in fancy letters.

Use wall-paper flowers for valentines and paste on cardboard with standards.

Cut figures from magazines, color and mount on stiff cardboard with standards. Copy the verse the valentines sang.

Draw or fold tents for an army. Draw and color the flag of the united Colonies shown in Washington's camp in 1776. This flag had 13 stripes for the colonies, but the King's colors were seen in the upper left-hand corner.

Draw and color the flag of 1777 with 13 stripes and 13 stars. Draw and color the flag as it now appears.

Draw the different kinds of shields spoken of.

What does the Norman shield look like? The Dexter? The Lozenge?

For what were shields used and when? Of what were they made? Look up shields with various decorations upon them.

Describe a Knight on his way to battle.

Tell what you can about Longfellow.

Name five of his poems.

Learn "The Children's Hour." Copy one verse of "The Arrow and the Song."

Copy the verse in the story about flags.

Draw and color the flags of the Allies. (Look up in Red Cross Magazine, January, 1918.)

What famous musicians wrote music entitled, "The Minuet"? What kind of a dance was it?

Read and study "The Mail Coach Passengers," by Hans Anderson. Copy the names of the months and describe them all.

Make a February calendar on a heart or shield.

Make a calendar on a circle, decorate with colored flags above the circle.

Dramatize the story orally and in writing.

Make a booklet to take home.

Write and illustrate the story inside.

FOR THE STORY HOUR

Louise Zingre, Missouri

"ELFINSKIN"

Did you ever hear of Elfinskin, the Elf? He was a bright little chap, most like any other little chap, only he was an elf. His mother was a beautiful fairy who, with her son, lived in Fairyland.

Like all fairies, they had two homes—one in the Land of Gobbly Goo, the other with Old Daddy Moon.

Now, Elfinskin, the Elf, was bright, he was pretty and altogether he had too many charms for one such little fellow, and, sad to say, he became badly spoiled.

He hopped and skipped about Fairyland, doing naughty things just about whenever he pleased. It grieved his beautiful mother. People came to her and said, "You know your son is bad; we fear he'll have to leave our lovely Fairyland."

This made the mother fairy still more sad, and often she would sit and weep.

Still Elfinskin kept on, crushing beautiful moths' and butterflies' wings, tying threads to their legs and making them pull him about in an acorn coach, picking every feather from birdies' tails, tying birdies to trees till they beat their wings and fluttered breathlessly, frightening Kitty Kitkens of Fairyland up high into a tree, exchanging Hen Chicks' eggs with birdies' eggs, hiding in the cuckoo's nest and hooting like an owl.

All these things he did and did, till finally one night, as six bells tolled, the chief justice called his court. "Fairyland has never yet had a boy who minded not at all.

"What say you jurors, 'Out he goes?'"

The jurors were seven wise old owls sitting in a row.

"Who, who, who," meant "Yes, we do," and Elfinskin had to be banished from beautiful Fairyland. How his mother cried, but, alas, he should have minded by and by.

Every other child does try.

It was a cold, sleety day, and Elfinskin had no place to call home. He wished he might have stayed with his mother, but this he had heard her softly say, as juror owls took him away, "Elfinskin be good, my boy, then pardon yet may bring you joy."

As he sat so disconsolately shivering in the cold, sorrow came over him. "I'm going to be good," when suddenly something soft touched his cold, shivery hand. It was Kitty Kitkens. When she had heard what happened, she immediately sped from Fairyland. "I'll never more rest till my boy comes back, and good." That's what she told him.

"Kitty, how could you love me so when I treated you so cruelly?"

"Elfinskin, I felt sorry for your poor mother. She cried so sadly."

"Kitty, I love you. I love you." Oh, how he hugged poor, loving Kitty Kitkens.

"But Elfinskin, now what can we do? We will surely freeze this cold night."

They walked awhile, but only to splash again and again into cold, nasty puddles.

Kitty pried around with her soft nose and soon found a hole beneath a big flat stone. With her sharp eyes she soon marked that it would do, so Elfinskin and Kitty slept soundly as two new friends.

The days were cold and nights were colder, and always Kitty hunted food, and when the coldest winds blew sharp and shrill, she shielded Elfinskin most carefully.

At last spring came. Kitty Kitkens and Elfinskin were far out in a forest of tall, dark evergreens. For days and days they had found no house, no soul, no sound, no food. Not even a bird stayed near.

Finally, one day, as Kitty returned, she found Elfinskin lying on the grass sobbing and sobbing.

"Not even a song bird will come near, Kitty," he told her when he could speak. "Kitty, how I long once more for Fairyland music I can never tell. I know I always frightened every bird, and now they won't make up with me. I've been good to you, Kitty. Why won't they, too, believe in me. I'd be their friend."

Just then a soft chirp sounded and Elfinskin was very happy. Again came the chirp and nearer, and who could it be but poor, tailless canary bird from Fairyland.

"Elfinskin, I've waited for these words. All winter I searched. Often snowstorms were so bitter, but I kept on, hoping I might take you back to Fairyland, a good boy."

Elfinskin was so happy.

Now, Elfinskin, Kitty Kit and Canary Friend all searched for food. Finally they came to a lonely house and a little old lady fed each what he liked to eat. To show his thanks, Elfinskin shined the lady's shoes, then polished everything of metal—door-knobs, kitchen stove and kettle.

Kitty Kit frightened away all the naughty mice in the little lady's house, and Canary Friend put the kind lady to sleep with his sweet song.

The next morning they all thanked her and departed, Kitty proudly keeping one side of Elfinskin and Canary Friend the other.

They searched and searched, but could find no trace of Fairyland. Finally, one summer evening, just at sunset, they reached a pretty, grassy bank all tangled and covered with flowers.

One beautiful moss rose reached higher than all the rest.

(Continued on page 416)

The Catholic School Journal

SOME PRINCIPLES AND METHODS OF TEACHING READING

George R. Mirick, Asst. Comm. of Education, N. J.

ORAL AND SILENT READING

By far the larger part of the reading done in the world is silent reading. This common, every-day sort of reading is a very different process from oral reading, and has a very different purpose. The great majority of people seldom have occasion to read aloud. And yet for many years the only kind of reading recognized as reading in the schools has been oral reading. This almost exclusive practice of oral reading in school has produced several results which students of school practice have adversely criticized.

1. It over-emphasizes a secondary purpose of reading, viz., the vocal rendering. The most important as well as the most common purpose of reading is to understand the thought, not to vocalize the form.

It has led too often to rewarding the superficial reader and to discrediting the thoughtful reader.

In a recent report of a study made in the Laboratory of Experimental Education, of the University of Chicago, it was recorded that a teacher was asked to select for an experiment three second year pupils: A, one of the best oral readers in the class; B, a medium reader; and C, one of the poorest. After the experiment the regular teacher was asked how these children stood in their other school work. She stated that A, the best reader, was much below the average in all her other work, had no initiative, and could never be depended upon to do a piece of work. B, the medium reader, was also below the average but was a good faithful plodder. C, the poor reader, was above the average in all her other school work and always took the initiative.

All teachers of experience have doubtless had many pupils of this sort—fluent oral readers but in other particulars average or poor students, and also pupils of the sort who are poor oral readers but substantial thinkers and efficient in practical ways. All will agree that ability to think is more valuable than ability to say words and that the former should receive the larger recognition in school.

2. Too much emphasis on oral reading will produce mental habits that actually retard the natural development of good thought-getting habits.

The eye becomes trained to seeing small groups or even individual words instead of large groups. This reacts on the mind so that it becomes habituated to thinking, as it reads, in the same scrappy way instead of "swinging along" with the thought.

3. A habit of slow reading may be fixed which retards the development of the normal speed. It has been found that the rapid readers can reproduce about 25 per cent more of the matter read than can slow readers, and that the reproduction of the rapid reader is about 37 per cent more accurate. Some reading exercises should be given with a time limit, but individual differences of ability should not be overlooked, and hurried reading should be avoided.

4. Vocal reading tends to produce the habit of "motor" reading even when the reader is "reading to himself." Some children and some adults whisper the words or read with their lips while "reading to themselves," or they produce the words in the throat.

It would appear that the essential acts in reading (i. e., in understanding the thought of the printed page) are two: (1) perceiving the word forms, (2) thinking their group meaning.

In ordinary adult reading it is not necessary to visualize distinctly the non-essential words, the, to, and, etc. It is the meaning in the groups of words as they succeed each other on the page that is sought for.

It has been pointed out that a reader has at his command several ways of showing that he has understood

what he has read. (1) He may write the meaning. (2) He may sometimes act it. (3) He may tell the meaning. (4) He may use the ideas in later conduct or conversation. (5) He may express the meaning in one or more pictures which he draws, either copying the pictures in the reader, or drawing imaginary pictures. (6) He may cut with scissors his own or other pictures.

As a summary of the foregoing, it may be said that oral reading is, and doubtless always will be in the early stages, the most important means of teaching children the art of reading. By it a teacher quickly discovers the weakness of a pupil in his recognition of words. By it the pupil may be trained to see correctly the forms of words and he may be put in the way to become a good reader.

The point for the teacher to realize is that vocal reading may be over-emphasized, and that in this over-emphasis there is danger of starting a "motor" habit, which if continued under other teachers, will become fixed and actually stop the development of the normal, efficient reading habit. Such over-emphasis will inevitably exclude other important lines of training which in the grades beyond the third are more important. In view of the conviction of some investigators that "children, when they leave school, in general realize not more than 10 per cent of their normal reading efficiency," the problem becomes a serious one.

It is not intended to imply in this discussion of the value and place of silent reading that oral reading is of no value and that it has no place in school. But oral reading is discussed in a succeeding section.

TEACHING SILENT READING

Too often it has been thought by the teacher that, while she needs to teach the forms of words and their pronunciation, somehow pupils know by a sort of instinct how to get the thought. It is, however, fully as important to teach the one as the other, by definite methods devised to secure definite and specific results.

In the first place it must be evident that the kind of thinking any one will do in reading a selection or a book will be determined by the character of the selection or book. For instance, the Mother Goose rhyme "Hey, Diddle, Diddle" gives pleasure by the jingle, and presents a lively fanciful picture containing four characters. No moral lesson could be drawn from such a story, no parallel in a child's experience could be recalled. The picture could, however, be drawn, the different parts of this drawing could be cut out and mounted and the rhyme could be recited with the "swing and go" suggested by its spirit. On the other hand, "Little Boy Blue" is realistic, not fanciful. It may recall summer experiences and may be dramatized as well as illustrated with pencil or crayon and in paper cutting and pasting. In the higher grade reading, these and other differences will be discovered. The selection may contain one story, it may contain a series of pictures, it may be informational, or simply pleasing, its thought may be related to experience or to knowledge. The selection may call for word study or the words may be so common that they give no difficulty. It may invite discussion and only partial oral rendering. The oral rendering may be omitted altogether as in much of the history, geography and hygiene reading; or the teacher may read aloud passages that need oral interpretation, as in Shakespeare's plays, "Lady of the Lake," etc.

Each selection or book to be read will, then, determine its own thought problem, and this problem will determine the teacher's method of procedure. The formulation of these "problems" requires the same study and thought as does the statement of a problem in arithmetic. In arithmetic a banking transaction involves one type of problem, the measurement of quantity another type of

problem, etc. The problem should be as clear to the mind of the pupil in reading as it is in arithmetic, and the method of attack should also be clear. The recognition of the problem will awaken and hold the intellectual interest of the pupil, it will guide him in his study of a given selection, it will control the teacher in her treatment of the lesson.

After pupils have had some training in reading under the control of a "problem," they may read some selections, or chapters, or books with the purpose in mind to ask some questions or to state some "problems" after the first reading. Reading with this purpose in mind may be assigned in the early grades as well as in later grades. The important considerations before assigning a lesson without guidance for study as (1) that pupils have had sufficient previous training in reading with definite and varied purposes in mind, and (2) that the selection is adapted to the abilities of the class.

TEACHING ORAL READING

It follows from the conclusions reached in the preceding discussion, provided those conclusions are accepted, that: (1) oral reading should be given a much less important place in school than silent reading except in the first two grades; (2) oral reading should not be the principal test of a pupil's reading ability; (3) oral reading should never precede but always follow a study of the entire selection so that there may be reasonable certainty that pupils may have some understanding of what they are to interpret before attempting to interpret. This study may of course be independent, individual study or class study with the teacher.

It would appear that oral reading could have but two purposes:

1. One may read to others to convey the thought of an author. It is evident that the reader cannot convey the thought unless the words are familiar and the thought has been in a measure at least assimilated.

2. One may read to a teacher, either a school teacher, or some one out of school acting as a teacher, as an exercise in learning how to read better. This exercise discloses to the teacher the words and passages that are not understood and faults in expression. It is evident that in this case an audience, other than the teacher, may be a hindrance to the learner and that an audience should not be expected or compelled to submit to be bored.

Unquestionably much of the loss and harm in the ordinary school reading lesson comes from an attempt to combine these conflicting purposes in one exercise. The common results of this mixture of purposes is inevitable, viz.: (1) an uninterested audience of pupils with a tendency (punished when discovered) for the intellectual members of the audience (the class) to read ahead and "lose the place"; (2) reading first, thinking and discussion second; (3) a hurried and inadequate helping of the poor reader; (4) little training that results in better oral reading; (5) little or no training that results in better thinking; (6) often the training of readers in poor mental habits.

In the primary grades these purposes are not so generally confused. Here there is seldom oral reading that has not been preceded by silent reading. Pupils are trained to think first and to give oral expression second. The reading in these grades is a simpler matter than in the grades beyond, because by far the greater emphasis is placed upon learning a simple vocabulary and upon training to recognize this vocabulary in interesting context. The practice also is common of having small reading groups of pupils, of relatively similar reading capacity. The teaching of reading in the first three grades is much more thoughtful and effective than in the grades above. The reading material in the grammar grades has greatly improved of late years in quantity and quality; but the method of the reading lesson in these grades has received relatively little attention during the last fifty years.—Monograph State Department of Education, N. J.

GET YOUR FLAGS FREE

In some states the law requires that a part of the necessary equipment of any standard public school shall be a large United States flag. It should be a requirement in the equipment of every school. On page 385 of this magazine will be found some remarkable offers of the Mail Order Flag Company. Fill out the coupon and mail it without money to the company and receive your flag. There are two sizes of flags mentioned in the offers: No. 1 and No. 2. There is a large size, 5 feet by 8 feet, that every school should have, and there is a smaller size, 32x48 inches. This same firm makes some very attractive offers of portraits of noted Americans, furnishing them framed ready to hang on the wall.

POPPING CORN

Bring a yellow ear of corn, and then rub, rub, rub,
Till the kernels rattle off from the nub, nub, nub,
Then put them in a hopper made of wire, wire, wire,
And set the little hopper on the fire, fire, fire!
If you find them getting lively, give a shake, shake, shake;
And a very pretty clatter they will make, make, make:
You will hear the heated grains going pop, pop, pop;
All about the little hopper, going hop, hop, hop!
When you see the yellow corn turning white, white,
white,
You may know that the popping is done right, right,
right:
When the hopper gets too full, you may know, know,
know,
That the fire has changed your corn into snow, snow,
snow:
Turn the snow into a dish, for it is done, done, done;
Then pass it round and eat—for that's the fun, fun, fun!
—Selected.

EMBLEM OF VICTORY FOR YOUR SCHOOL

Get it before Washington Day.

The Greenfield Art Association has had a genuine happy inspiration. It is producing and distributing to schools a striking and beautiful Emblem of Victory, four feet high. An illustration and description of this is shown on page 401 of this issue, and our object here is to direct your attention, surely, to that page. The illustration is very graphic and the description very clear. Still we do not believe both together can set this emblem forth in your mind's eye in any degree as it would appear in the eyes of your pupils with its red, white, blue, and gilt, its eagle with outstretched wings, and its many flags.

It would not only be an ornament to your schoolroom and an object of beauty, but, far and beyond this, a standing lesson in patriotism and an inspiration to the highest loyalty. But there is still more to it in the presentation of lessons or talks upon the personages whose pictures are furnished with it, and upon the countries whose flags form a part of it.

Look at the description again, and just imagine this on the walls of your schoolroom, a constant symbol to your pupils and a help to you in the lessons you may make it teach. Fortunately an easy way is provided by which the emblem may be secured without cost.

THINK AND GRIN

What does this spell? "Ghoughphtheighteau."

According to the following rule it spells "potato":

gh-o as in hiccough;
ough-t as in dough;
phth-t as in phthisis;
eigh-a as in neighbor;
tte-t as in gazette;
eau-o as in beau.

Thus you have potato.—Boys' Life.

In our love we set apart
His birthday every year,
With rev'rence tell the children
His history so dear.

—Selected.

DRILLS, GAMES AND EXERCISES

STORY PLAYS FOR THE YOUNGEST

Snow Play

1. All are sleepy. Heads on desks.
2. Wake up and sit straight, stretching arms as tho just waking. What shall we do to make us lively? Go out in the snow and play.
3. Hurry to best standing position.
4. Pull on rubber boots, first R and then L.
5. Pull caps over ears. (Elbows kept out and back.)
6. Very cold day. Arms must be warmed. Arms out at side. Flung them across chest and slap opposite shoulders.
7. Stoop far down and pick up handful of snow; make snowball while standing erect. Throw snowball at some spot in room with R. arm. Repeat and throw with L. arm.
8. Walk thru snow drift with hands on hips, lifting feet and knees high with each step.
9. Run home.
10. Take in long breath of fresh air, raising the arms straight from the sides to the shoulder height as breath is taken in, lowering them as breath goes out.

Suggested Plan for Working Out the Above

"How many would like to go out to play in the snow today? Let's pretend we are all sleepy. Put your heads down on the desks and go fast asleep. When I clap my hands, all wake up and sit up very straight."

(Clap hands.) "What do you do when you have just waked up? That's right—stretch and yawn. Now, let's go out and play." (Stand up in the best position.)

"What shall we wear to keep our feet dry? All right; pull on your rubber boots. First the right one! Tug away at it, and pull it up to your hips, the way (John) is doing. Now the left one. Now let's pull our caps down over our ears, and help each other with our coats. When some one has helped you, turn around and help him on with his coat. Now, are we all ready? Then let's run out-doors.

How cold it feels. Let's get warm first before we start to play."

(Teamsters warming up.) "Now shall we make some snowballs? Scoop up a big handful, and pack it down hard. Harder, (Grace)! See who can hit the fence." (The blackboard to the right.) "Pretty good! Try again!" (Repeat 4 or 5 times.) "Who can throw left handed?" (Repeat with the left hand to the L.)

"Here is a big drift. Suppose we wade thru it. Lift your feet up high so you will not get your clothes wet." (Wade around room.)

"There is Mother calling, so we will all run home. Before we go in the house, breathe in some of the fresh air very deeply."

Indian Game

1. Paddle in canoe to woods. Sit on desks.
2. Walk on tiptoes thru woods, one hand shielding the eyes and looking all around among bushes as you go scouting along.
3. Shooting arrows. Kneeling on one knee, stretch arms and aim. Draw one arm back, and make a soft hissing noise as arrow goes thru air.
4. Four or five running steps forward to bear. Stoop and pick up, throwing over shoulder.
5. Run back to canoe.
6. Paddle home.
7. Out of breath. Deep breathing.

MISCELLANEOUS GAMES

Tommy Tiddler's Ground

The ground is divided by a line into two equal parts. Tommy Tiddler stands on one side of the line and may not cross it. The other players are on the other side and venture across into Tommy Tiddler's ground, with the remark,

"I'm on Tommy Tiddler's ground,
Picking up gold and silver!"

Tommy may tag any one on his ground, and any one so tagged changes places with him.

Hopping Relay Race

A starting line is drawn on the ground, behind which the players stand in two or more single files facing the

goal. The goal should be 10 or more feet from the starting line and may consist of a wall or a line drawn on the ground. At a signal, the first player in each line hops on one foot to the goal and hops back to the rear end of his line, which has moved forward to fill his place when he hopped out. He touches the first player in the line as he passes him and this player at once hops to the goal and back. Each player thus takes his turn. The line wins whose leading player first regains his place. In a schoolroom the players remain seated until it is their turn to hop. If the game is repeated have them use the other foot.

Telegram

(Relay race). Players in two equal teams, lined up on opposite sides of the room facing the center. The odd player (or the teacher when there is no odd player) stands in front of the room at its middle with a telegram in each hand. Mark a starting line for each team near the wall and equally distant from the sender. On signal the first player of each team runs and takes the telegram from the sender, runs up the first aisle of his half of the room and down the next one and then across to the next player of his side, who is waiting at the starting line, hands him the telegram, and goes to the foot of his line. The second player as soon as he receives the telegram runs out, up and down the same aisles and hands it to the next, and so on. The last player rounds the two aisles and takes the telegram back to the sender.

Hurly Burly Bean-Bag

(Relay.) Players seated, a bean-bag on each front desk. At signal, each front player takes bag and tosses it up and back over his head. The player behind him must clap his hands after bag is thrown and then catch it or pick it up and do the same with it. Rear player, on getting it, hops down aisle to front of room and there executes some movement previously agreed upon. While he is doing this all the other players move back one seat. When he has finished the movement the player from the rear takes the front seat and begins as at first. This continues until the player who was in the front seat reaches it again and puts the bag on the desk as in the beginning. The row doing this first wins.

THE DEMAND FOR PHYSICAL TRAINING

A review of State educational legislation of the past two years shows a remarkable advance in the status of physical education. Never in the history of this country has there been such remarkable growth. The demand for expertly trained and competent teachers of physical training exceeds the supply by a greater margin than ever, and this demand will inevitably increase with the better organization and operation of physical education in the eight States in which these laws have been recently enacted. It is inevitable that other States will follow their lead and that physical education within the near future will become a requirement in every State in the Union. Furthermore, a movement for Federal legislation in the interest of physical education is definitely under way, and the time may not be distant when our National Government will contribute to the support of physical education in the States.

All this means an increasing heavy and continuously growing demand for teachers especially fitted to do this work, and it means that the time will soon come when every teacher, no matter what he or she may teach, must be trained in the elements of physical education just as every teacher is now trained in the elements of English or Arithmetic.

The war has driven home truths which appealed to specialists in physical education long before the war, and at a time when many of us thought a war among civilized nations was an impossibility. This war has awakened the world to the importance of the human individual as a nation asset; to the importance of man power and woman power as fundamental to the stability and continuity of the Nation; to the importance of vigorous and enduring health as a solid basis for national conservation and national defense.—"School Life," issued by U. S. Bureau of Education.

VALENTINE STORIES FOR LANGUAGE CLASSES

Edith M. Pheasby

ST. VALENTINE Part I

Once there lived a bishop whose name was Valentine. He was a good, kind man and was much beloved by the people. When they were ill he tended them; he fed and clothed the poor.

Every one loved Valentine. The children were especially fond of him because he was always so kind to them. After a while he became too old to travel around much. He did not forget his friends, however. Often he would send them messages of love and cheer.

Part II

Valentine believed in God. Many people at that time did not do so. Soon they forgot his works of love and gentleness. They treated him most unkindly, even casting him into prison. Poor Valentine was very sad and lonely.

As the years passed the people began to see their mistake. They came to believe in the same God as Valentine did. How sorry they were that they had treated him so! They made him a saint. Ever since he has been known as St. Valentine, and his birthday, which comes on the 14th of February, is known as St. Valentine's Day.

Each year people send messages of love to one another on that day because Valentine used to send messages of love and kindness to his neighbors and friends.

NERO AND THE LETTER

"Bow! wow! wow!"

"Why, that's Nero," said little George. "I did not know he was out. I must hurry and let him in."

Up jumped George and ran to the door. Nero bounded in, wagging his tail very fast. He seemed much excited and tried to jump into George's arms.

"Why, what's the matter, doggie?" asked George. "Oh, I see! There is a letter tied to Nero's collar. I wonder who it can be for."

Mother took the letter and looked at it. It was ad-

ressed to George. The little boy quickly opened it and found a beautiful valentine.

George is still wondering who sent the valentine. He has asked Nero several times, but the little dog will not tell.

MAKING VALENTINES

Jack and Joe were very busy. Mother had gone out and the little boys thought it would be a good time to make valentines.

They cut out pretty pictures from some old picture cards and then pasted them upon gilt paper. Each little boy made two valentines, one for papa and one for mamma.

How pleased father and mother were to receive the pretty valentines! They knew loving little hands had carefully made them.

NED'S QUARREL

"Mother," said little Ned one day, "I don't like Tommy any more."

"Why not, dear?" asked his mother.

"Well, you see, he always makes me be 'it' when we play tag or hide-and-seek. I got tired of it, so today I just slapped him well."

"Why, Ned!" said mother, "how could you do so? Tommy is a much smaller boy than you. I am surprised to hear of my little boy being so naughty. You must tell him you are sorry."

Ned thought a while. Then he said, "Tomorrow is St. Valentine's day, isn't it, mother?"

"Yes, dear."

"Well, I think I'll send Tommy a valentine and write across the back of it 'I'm sorry.'"

Ned sent the valentine.

The next day Tommy came to see Ned. He thanked him for the valentine and said, "I was naughty, too, Ned. I am sorry. Let us be friends again."

Then both little boys felt very happy. Each tried his best to be kind and gentle to the other.

FEBRUARY BLACKBOARD BORDER

Etta Corbett Garson



We must take our last good look at winter this month. The days are getting longer and the nights are getting shorter. As when November comes we plan for winter, so with the arrival of February we begin to dream of spring. But the month is sure to be more wintry than springlike, with plenty of ice and snow. Before the snow leaves us spend one whole day out of doors. Meander across a field and thru the woods and try to decipher the strange hieroglyphics written across the snowy white pages of the hills and meadows. It will be surprising to find so many little animals living so

near farms and small towns. Across the snow the string of little dot-like tracks show where the field-mice have raced about in search of the supplies they buried in the fall. Or the broad tracks of the skunk may show the trail where he has left his home under the haystack and prowled about. The broad jumps of the gray squirrel indent the snow where he has scampered merrily thru the woods. Bunny's tracks are easily distinguished because his two hind feet make tracks far apart and in front of his front feet.

Under the ragweeds by the roadside the snow is embroidered with the tiny, little stitchlike tracks of the

birds. Some of the winter birds have to depend upon the seeds of weeds for their winter dinners. They often find the seeds of the ragweed, dock, wild carrot and ash blown across the fields and caught in the wind furrows, crevices and hollows of the snow. Hunt for the cocoons of the cecropia and keep them until spring, when you will enjoy seeing the beautiful moths emerge.

They are easily found hanging in their silken cases among the bare shrubs. They are attached to twigs by their longest sides and usually with a few dried leaves.

February is a short month and hurries away from us some years still ice-clad and chilly, and sometimes we find the last of the month almost balmy and with warm breezes that promise an early spring.

A PATRIOTIC PAGEANT FOR WASHINGTON DAY

Miss L. B. Duncan, Paducah, Ky.

Render to the accompaniment of soft, slow music, with the characters taking part, timing their passage across the stage accordingly. The following pageant has an appeal to one's patriotism, especially at this time.

READING

(The lines are to be read by a reader to accompany the progress of the pageant.)

1. They tell us Time makes changes,
2. We all know this is so.
3. Let's see how great the changes have been,
4. Since five hundred years ago.
5. We take our land for granted now,
6. But then, the Indians
7. With bow and arrow in their grasp
8. Were roaming thru the land.
9. But lo! One day God's Providence
10. Sent white men to our shore,
11. Columbus—gallant, wise and bold,
12. The Indians soon adore.
13. An open way. Then others came
14. For gain or liberty.
15. The years, swift-rolling, bring brave men
16. Across the new-found sea.
17. When kings decreed how one should think,
18. When freedom all seemed gone,
19. A band of earnest, seeking souls
20. Came here to make their home.
21. We know them well—the Pilgrims—
22. And what they did and bore,
23. From sorrow, sickness, Indians,
24. We've heard it o'er and o'er.
25. And then at length came happier days,
26. In satins, silks and lace.
27. They danced the stately minuet
28. With true colonial grace.
29. But England's grasp had not relaxed,
30. More rigid grew her sway
31. Until our brave forefathers
32. Swore from her to break away.
33. So led by God they challenged her,
34. Their struggle soon was on.
35. Our gallant men to victory marched
36. Led by our Washington.
37. Peace came at length and union
38. Bought at such a fearful cost.
39. A flag of thirteen stars and stripes
40. Was made by Betsey Ross.
41. A bonny flag of red and white,
42. One blood and purity—
43. With star-gemmed field of deepest blue
44. For truth and loyalty.
45. And now we stand beneath the flag—
46. Ours is a happy fate.
47. The thirteen stripes remain the same,
48. The stars are forty-eight.

49. To one and all we owe our love

50. Who for its colors stand.

51. We'll raise our voices in a song

52. To our dear native land.

Details for costumes are as follows:

I.

Indians. Any number of children according to size of stage. Dress in Indian suits, shawls and moccasins. The Indians should appear and walk slowly across the stage as the reader reaches the lines 6-8. They should pause at center of stage to await the arrival of Columbus, at whose feet they kneel when lines 11-12 are reached.

II.

Columbus, Washington and Colonial men may wear cloth capes thrown over one shoulder and fastened under opposite arm. Wig made of cotton on pieces of stocking leg fitted over head. Longer pieces of cotton in back tied with broad black bow. Pasteboard knee buckles covered with tinfoil.

Columbus appears and walks to Indians when lines 11-12 are read. Then with them he goes to opposite side of stage.

Washington comes on at line 36 and joins them at opposite side.

III.

Pilgrims. Boys wear broad-brimmed felt hats, crowns pulled up. Broad white collars and cuffs of paper or linen. Toy guns may be carried. Girls wear long, dark dresses with handkerchief of white crossed over shoulders, and white apron at waist. They come on at lines 20-24, and slowly cross to the others.

IV.

Colonial girls should wear big-flowered dresses puffed over hips, fichu over shoulders. Hair powdered, arranged high, with puffs and curls.

For the colonial stanza three couples or more should appear at lines 26-28. With hands joined and held high they should cross to join the rest, using this step: Cross right foot slowly over left, touch toe to floor, and slowly bring foot back to floor, raise left foot, slowly cross over right, touch toe to floor, then bring foot back to position, repeating till stage is crossed. This should be done on time with the music and reading.

V.

Betsey Ross should be dressed in the same way as the Colonial girls. She should carry a flag with a field of 13 stars in a circle, sewed over the field of our flag of today. She should appear at lines 39 to 40, and go slowly to opposite side.

VI.

Columbia. Long white robe, pasteboard crown and stars covered with tinfoil. She should carry a large flag of today.

Before pageant begins a covered box to be used as a pedestal for Columbia should be placed at center back. When line 45 is reached she should enter bearing her flag proudly and slowly ascend the pedestal, when all the rest should join her, grouping themselves beneath the flag.

At the conclusion of the last stanza the pianist should change to "My Country 'Tis of Thee," or "Star Spangled Banner," when all should join in the singing. Tableau.

LOYALTY--AN EXERCISE WITH FLAGS

Virlanda Foster, III.

(For five children)

Supply each child with a small flag. In the last line of second stanza the flag should be held high with right hand. Place a large picture of Washington at the center of the front wall, and at each side of it secure a flag of about the same length as the picture. When the first child speaks of the name, in first stanza, he should turn toward the picture. In third stanza, first line, have the child who is speaking or all glance at the picture. In the last stanza, which is to be recited in unison, all should wave the flag.

First Child—

I know if good George Washington were here with us today
He'd love to see us loyal, and perhaps these words he'd say:

Second Child—

Now to this message listen: "Be brave, be pure, be true,

And always stand for loyalty to the Red, the White, the Blue."

Third Child—

As I look upon this face so much beloved by all
I think of how he bravely answered his country's call.

Fourth Child—

His noble deeds were many and widespread was his fame;
Yes, "Father of His Country"—do you know a greater name?

Fifth Child—

A patriot, a President, who nobly did arrest
And save from cruel bondage the land we love best.

All—

To show love for our country what better can we do
Than proudly wave these colors—the Red, the White, the Blue?

RECITATIONS AND EXERCISES FOR WASHINGTON DAY

ALL HAIL THOU GLORIOUS MORN

All hail, thou glorious morn
That Washington was born!

All hail to thee!
Whether thy skies be bright,
Or veiled in clouds of night,
To thee in joyous right
Our song shall be.

All come with glad acclaim,
To sing and praise thy name,
O, Washington!
O'er all this land so free,
Hearts turn with pride to thee,
Champion of liberty,
Columbia's son.

When Britain's tyrant hand
Smote freedom's native land
With mad decree,
Thy gleaming blade, raised high,
'Mid war-clouds rolling by,
Wrote on thy country's sky,
"Great land, be free."

Let Freedom each year bring
Chaplets as fresh as spring
To deck her son!
While Freedom's angels stand
Guard o'er that flag and land,
Saved by the mighty hand
Of Washington.

—Charles S. Davis.

LITTLE SOLDIERS

(Air—"Lightly Row")

(For any number of small children. Each may wear soldier's cap of red, white or blue and carry small flag.)

(As if ringing little bells)
Clearly ring, clearly ring,
Great bells, on this happy day,
Swing and ring, ring and swing,
Backward, forward, sway.
Little bells can do the same,

Ring out one beloved name—
"Ting-a-ling, ting-a-ling,"
Ring for Washington.

(As if beating little drums)

Loudly play, loudly play,
Bands upon the crowded street,
Play away, play away,
Music strong and sweet.
Little drums can bravely beat
Little airs for little feet,
"Rat-a-tat, rat-a-tat,"
Beat for Washington.

(All waving little flags)

Proudly fly, proudly fly,
Silken banners great and fair,
Fly so high, fly so high,
On the frosty air.
Little flags are floating, too,
All in red and white and blue,
Hip, hurrah! hip, hurrah!
Wave for Washington.

(Forming in line and marching)

March along, march along,
Soldiers noble, brave and true,
March along, swift and strong,
Uniforms of blue.
Little soldiers, too, can fight
Little battles for the right,
"Forward, march! Forward, march!"
March for Washington.
—N. Car. Washington's Birthday Bulletin.

FEBRUARY TWENTY-SECOND

No country's had a hero
More steadfast, true and great
Than Washington; a captain
To guide the Ship of State.

With hand more strong and steady,
Or eye more true and keen—
Long live his name, his deathless fame,
His memory keep green.

PICTURE CUT OUTS

Miss Frances Clausen, Pennsylvania

Most children of the primary grades are already familiar with the story of Little Red Riding Hood. If they do not know it the teacher should make them familiar with it before having them try to make the picture cut-outs of Little Red Riding Hood and the Wolf. Patterns are here given for the parts of each figure. These patterns may be hectographed on heavy paper, or where pupils are sufficiently advanced they may draw the outlines of the patterns and then cut them out. The parts of the figure are assembled and fastened together with the paper fasteners in complete figures, as shown on this page. The parts of each figure may be colored

before or after assembling them in the complete figures.

The cloak and hood of Little Red Riding Hood are colored a deep red. The hair is yellow or golden. The overshoes are black, the shoe tops are blue, and the stockings and the face are pale pink.

Children delight in colors, and they may use a variety in coloring the parts of the Wolf. The head, hands and lower parts of the legs are colored a reddish brown. The coat is a heavy blue and the trousers are black.

Much interest will be aroused in the story of Little Red Riding Hood by having the pupils make these cut-outs.



COMPLETED FIGURES OF CUT OUTS OF LITTLE RED RIDING HOOD AND THE WOLF



PATTERNS FOR CUT OUTS OF LITTLE RED RIDING HOOD AND THE WOLF

WE ARE THE GARRISON GUARDING THE HOMELAND

We are the garrison guarding the homeland,
Who remain when the troops march away.
Steadfast, we turn to the task that awaits us,
Lifting the burden anew every day.
One to the counter and one to the kitchen,
One to the cradle and one to the loom;
Each in his own place a service can render,
Each in his own place—and ample the room!

We are the garrison guarding the homeland,
Foes of extravagance, idleness, waste,
Allies of industry, order, economy,—
Working with cheerfulness, diligence, haste,
One in the hospital, one in the schoolroom,
One in the office and one in the field.
Holding the fort of Democracy's stronghold
'Gainst every force that a despot can wield.

We are the garrison guarding the homeland—
Close up the ranks, then, nor stop to bewail.
This is no time for complaint or repining,
Seize Opportunity! Dare not to fail!
One with the motor and one with the needle,
One with a garden and one with a pen;
All for humanity banded together,—
Holding the fort until Peace comes again.
—Ida Reed-Smith, in "The Liberty Reader."

THE KID HAS GONE TO THE COLORS

The Kid has gone to the Colors
And we don't know what to say;
The Kid we have loved and cuddled
Stepped out for the Flag today.
We thought him a child, a baby,
With never a care at all,
But his country called him man-size,
And the Kid has heard the call.

He paused to watch the recruiting,
Where, fired by the fife and drum,
He bowed his head to Old Glory
And thought that it whispered, "Come!"

FOR THE STORY HOUR

(Continued from page 407)

It had stretched and stretched till now it could reach way over and still view the sunset long after others had gone to sleep.

"Kitty Kit and Canary Friend, this flower brings us luck, I'm sure. My mother always said:

"A moss rose found in the twilight shower
Is sure to bring a happy hour."

At moss rose's feet Elfinskin and Kitty Kit coiled up to sleep, one guarding her each side. Canary flew to a low branch and soon they all fell sound asleep.

The first early rays of morning's sun brought all three back again, and what should they see but one of their lovely Fairyland moths sleeping in the very heart of dear Moss Rose.

"Oh," said Elfinskin. "How can I ever, ever do it. Suppose that beautiful creature awakens and remembers me. How cruelly I used to crush those lovely wings. Could she, think you, ever forgive me?"

"I think, my child, she should," said Kitty Kit and Canary, too.

PRESIDENT WILSON'S MESSAGE ON HEALING THE HURTS OF OUR WOUNDED

"This Nation has no more solemn obligation than healing the hurts of our wounded and restoring our disabled men to civil life and opportunity. The Government recognizes this, and the fulfillment of the obligation is going forward fully and generously. The medical divisions of

the War and Navy Departments are rendering all aid that skill and science make possible; the Federal Board for Vocational Education is commanded by law to develop and adapt the remaining capabilities of each man so that he may again take his place in the ranks of our great civilian army. The co-operation and interest of our citizens is essential to this program of duty, justice and humanity. It is

The Kid, not being a slacker,
Stood forth with patriot-joy
To add his name to the roster—
And God, we're proud of the boy!

The Kid has gone to the Colors;
It seems but a little while
Since he drilled a school-boy army
In a truly martial style.
But now he's a man, a soldier,
And we lend him listening ear,
For his heart is a heart all loyal,
Unscourged by the curse of fear.

His dad, when he told him, shuddered;
His mother—God bless her!—cried;
Yet, blest with a mother-nature,
She wept with a mother-pride.
But he whose old shoulders straightened
Was Granddad—for memory ran
To years when he, too, a youngster,
Was changed by the Flag to a man.

—William Herschell.

THE SOLDIER BOY

(Little boys carry drums and wear cocked paper hats)

A rat, a tat, tat, a rat, a tat, tat,
Make way for the soldier boy,
A rat, a tat, tat, a rat, a tat, tat,
Oh life is so full of joy,
As we go marching up the street.

A rat, a tat, tat, our drums we beat,
We mind not cold, we mind not heat,
A rat, a tat, tat, tat, tat!

A rat, a tat, tat, our drums we beat,
On Washington's Birthday,
A rat, a tat, tat, a rat, a tat, tat,
Drums beat and banners sway,
As marching up the street we come,
You'll hear the beating of the drum,
Hurrah! for General Washington!
A rat, a tat, tat, tat, tat!

—Kindergarten-Primary Magazine.

A slight breeze wafted her wing, and the beautiful moth fluttered away.

"Oh, come back, come back," called Elfinskin, "this is no more the Elfinskin of old. This is a new, kind Elfinskin."

The moth turned with an anxious look. "Elfinskin, is it you, is it you?" and there stood Elfinskin's beautiful mother. "The moths and butterflies of Fairyland have long forgiven you, my child, and surely, too, have Kitty Kit and Canary Friend."

They merely pressed close to Elfinskin to show their love, and Fairy Mother knew.

The jurors long have called for you,
Three times each night they've called "Who, who."
A message came to them that you
Had changed to be both kind and true.

Elfinskin held his mother's hand, Kitty Kit walked on before, to guard them with her fierce tail gun, and Canary Friend flew round and round for joy.

Happily Elfinskin entered his Fairyland home,
And never again need creatures fear
Where Elfinskin lives to be near.

not a charity. It is merely a payment of a draft of honor which the United States of America accepted when it selected these men, and took them in their health and strength to fight the battles of the Nation. They have fought the good fight; they have kept the faith; and they have won. Now we keep faith with them, and every citizen is indorsed on the general obligation."

GLEAMINGS FROM THE PRESS.

The pupils of the public schools celebrated New Year's day in their class rooms. Poor lads! If the success of the entire school year depended on one day, we think it might have been added to the end of the school year in June just as well.—Catholic Advance.

The legislators of Missouri are determined that every child shall get ample opportunity for a complete education. We have no objection to any legislation that will aid our boys and girls to get that schooling which is necessary for them to be good citizens. We do not think this will be accomplished by any freak legislation.

It is proposed that the law shall compel every boy to stay in school until he is sixteen years of age. You might as well suggest that every boy be required by law to remain in school until he had a complete university education. It would be a good thing for the boys to remain in school until they are sixteen. It would be better if everyone of them got the right kind of a complete university training. We do not doubt that everyone would be delighted if such conditions were possible. The average boy does not leave school at the close of the eighth grade because he does not appreciate an education but because necessity drives him to work. Most parents would gladly give their children all possible school advantages. Too often they cannot do so because they need the boys to help provide for the material things of life.

Our legislators when urging this bill should suggest some practical way of accomplishing it and keeping the wolf from the door. If they will do this it will be a genuine boon to humanity in Missouri.—Church Progress.

Any policy which assumes that the parochial schools alone are educating the coming Catholic generation is hurtful to the wider religious influence of the Church. Any theory assuming that Catholic Americans have abandoned and ceased to be interested in the common schools is not only false in fact but inimical to the public school system which is still the concern of the whole people and not the institution of a sectarian trust.—The Angelus.

The gentle Catholic girl, well brought up and now a public school teacher, finds it a problem to talk to a class of children, some of whom have been stealing. The law says that the teacher is not to mention religion or call upon God in the classroom. But how is one to impress upon the mind of pilfering youths the evil of stealing unless one mentions God. Hence, in desperation one young teacher told us, "I took the law in my own hands and told those young crooks that if they didn't quit stealing, God would punish them, and this was the only thing that frightened them. Meanwhile I ran chances of being reported to the authorities for talking as I did." Picture the mockery in such a law. It is a hard thing to teach virtue without an appeal to the Divine sanction. There is no morality without religion.—Tablet.

CHANGES IN EDUCATIONAL CIRCLES.

Springhill College, one of the oldest and most respected of the Jesuit colleges in the South, and located at Springhill, Ala., is beginning the new year under the direction of Rev. Clarence Currans, S. J., who succeeds Father Cummins, S. J., as president. Father Currans made his theological studies at St. Louis University.

Announcement has just been made of the appointment of Reverend Edward P. Tivnan, S. J., to the presidency of Fordham University. President Tivnan succeeds the Reverend Joseph A. Mulry, S. J., who has been obliged to retire because of ill health.

President Mulry will go down in the annals of Fordham as the great war president whose militant patriotism inspired all Fordham men to the most unselfish devotion to God and country. His administration has seen a large growth in attendance and in influence of the various schools of the university. The strain of the war-time activities has told on his health and it has become necessary to give him an opportunity for rest and recuperation.

His successor, President Tivnan, comes to his task with a thorough familiarity with Fordham's history and a keen appreciation of the problems which its future development presents. His many years of service as a professor in the college and as regent of the school of medicine have given him a very complete knowledge of Fordham's traditions and aspirations. He is well known to a large group of the alumni and his appointment will be welcomed by all who are familiar with his ability and his attractive personality.

Rev. James J. Dean, O. S. A., of Tompkinsville, Staten Island, N. Y., has been appointed president of Villanova College, Villanova, Pa., where he received part of his education.

Rev. Father Crowley was re-elected president of the Play-ground commission of San Francisco, Cal. For nine consecutive terms he has been elected to head the commission notwithstanding his desire to let the honors go around.

During all those years in the service of the city, he has not only been regular in attending the meetings of the commission, but has also visited and inspected all the playgrounds twice a month.

Between the playgrounds, the Juvenile Court and the care of city waifs he is certainly performing his share of civic duty.

Rev. George J. Krim, S. J., former president of Canisius College, Buffalo, has been appointed president of Brooklyn College. Father Krim succeeds Rev. Joseph H. Rockwell, S. J., who last summer was appointed Provincial for the Maryland-New York province of the Society of Jesus.

Mgr. Austin Dowling of Des Moines has been appointed archbishop of St. Paul, succeeding the late Archbishop John Ireland. The Rev. Edward S. Kelley was named as bishop of Grand Rapids, Mich.

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"We received the picture and are highly pleased with it". Sisters of the Precious Blood, Fort Recovery, Ohio.

"The flags have been received. They will prove quite an acquisition to our school room decoration". Mount Saint Joseph School, Augusta, Georgia.

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Ship pencils to

Name of School

Name of Teacher

Historical Contest.

This contest is especially good for school children of "history" age, as the first letter of the words correspond with the name of the historical character. The list may be added to, but this is long enough. It is better to have contests too short rather than too long. All the names chosen bear on American history. This might be used as one of the pastimes at a Washington's birthday party.

Perilous Rider, Great Warrior, Always Loyal, Worthy Peacemaker, Harbor Hunter, Exceptional Ally, Considered Crazy, Before Foreigners, Religious Wanderer, Sailed Confidently, Unusually Successful General, Marching Suitor.

The answers are:

Paul Revere, George Washington, Abraham Lincoln, Wm. Penn, Henrik Hudson, Ethan Allen, Christopher Columbus, Benjamin Franklin, Roger Williams, Sebastian Cabot, Ulysses S. Grant, Miles Standish.

SOMETHING TO REMEMBER.

Washington's most popular nickname is "Father of His Country," John Adams was "The Colossus of Independence," Jefferson the "Sage of Monticello," Madison the "Father of the Constitution," Monroe "Lost Cocked Hat," J. Q. Adams "Old Man Eloquent," Jackson "Old Hickory," Van Buren "Little Magician," Harrison "Old Tippicanoe," Tyler "Accidental President," Polk "Young Hickory," Taylor "Rough and Ready," Fillmore "American Louis Philippe," Pierce "Poor Pierce" (pronounced "purse"), Buchanan "Old Public Functionary," Lincoln "Honest Abe," Johnson "Sir Veto," Grant "Unconditional Surrender," Hayes "President de facto," Garfield "Teacher President," Arthur "First Gentleman in the Land," Cleveland "Man of Destiny," Benjamin Harrison "Backbone Ben," McKinley "Little Mac." Many of the nicknames were simply used for campaign purposes.

BIRTHDAY OF JOAN OF ARC OBSERVED BY U. S. NAVY.

For the first time in American history the birthday of Blessed Jeanne d'Arc was observed by the American Navy on Monday, January 6, the feast of the Epiphany.

By directions of Secretary of the Navy Daniels a naval salute was directed to be given in her honor; at 12 o'clock noon at the Philadelphia navy yard at League Island twenty-one guns were fired and the flag of France saluted. This is known as the Presidential salute, and has heretofore only been made on Independence Day or in honor of the President of the United States. The mode of honoring of Joan of Arc was suggested by Michael Francis Doyle of Philadelphia.

CATHOLICS IN HISTORY.

For the benefit of those who talk as though the Catholics hadn't earned a place in the United States an exchange makes some observations that are interesting. Sifting through countless names that appear on the records for the period of the Revolution we come to three that stand out

paramount. They are styled as the "Three Fathers of '76;" Pulaski, "Father of the American Cavalry;" Barry, "Father of the American Navy;" Kosciuszko, "Father of the American Artillery." In a word Catholics headed three of the nation's most important defenses. These are not merely arbitrary titles, but are acknowledged, either directly or indirectly, by congress itself.

GIRLS BETTER SPELLERS.

Complete tabulated returns of the New York state-wide spelling contests in which State Commissioner Finley was so much interested show that in the 10,500 schools where "bees" were held, the girls showed generally the greater proficiency in spelling, and that of the silver medals awarded to county champions only 30 per cent. go to boys. The original plan was to give each of these county winners a free trip to the state fair at Syracuse, but the infantile paralysis scare interfered.

Why girls are better spellers than boys might make a good subject for a monograph. It is a pretty commonly accepted theory that a good speller is born, not made. Which means, perhaps, that visual memory is an inherited faculty, capable, it may be, of development, but only within a limit fixed by the brain of the pupil. Logic helps very little, almost none at all, till after study of Greek and Latin and French has forced attention on the origin of words. The boy or girl or man or woman who most rarely mis-spells a word is fortunate rather than admirable. The memory visualizes the printed form which reading has made familiar. And this was the secret of the way our grandmothers and grandfathers got a mastery over the old blue spelling book. Doubtless the pre-Froebel "Webster" book, like all other books used for the purpose, helped visualization by concentrating attention.

We are inclined to believe that the average school girl reads more than the average school boy. After school the boy's interests are outside interests. He is fishing or skating or playing ball. We would not have him otherwise for all the spelling in the world. After all, the learning of things is better than the learning of symbols, and words are nothing but symbols. They aid in writing and in speaking. But in the education that leads up to things one hour in mathematics or chemistry is worth more than a hundred hours of spelling.

RESEARCH WORK IN ELEMENTARY SCHOOLS.

The school gardens established in some places in the United States, and more common in England, not only aid in teaching pupils along the lines of careful observation and how to care for the growth of plants of any kind, but the work trains careful observation in care of crops (if only a small kitchen garden), values of foods for plants and values of plants for food for people. Uses of plants of all kinds, adaptation of plants to climate and soil.

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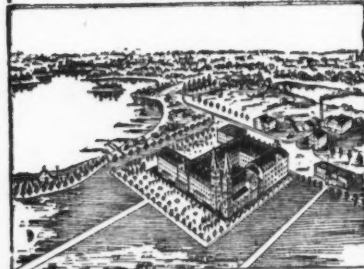
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WRITTEN TESTS AND EXAMINATIONS.

F. J. WASHICHEK, A. B. LL. D.
Academic Dept. McGill Institute, Mobile, Ala.
(Fourteenth Article of the Series)



PROF. F. J. WASHICHEK

The origin of written tests and examinations dates back to the movement for a greater use of pen and pencil by substituting written for oral tests. Their extensive use grew out of their advantage in judging the educational standing of pupils in large classes and the supposed importance of some uniform basis for the classification and promotion of pupils which soon became a universal basis of classification and promotion in graded schools. Soon, too, written examinations led to excessive written preparations and recitations. Like other extreme reforms they produced objectionable effects and results.

The pupils' nervous systems were overtaxed and the actions of their lungs and other vital organs were hindered by stooping, cramping positions of writing.

While the excessive use of written tests produced objectionable, unjustifiable results it must not be thought the written test is not without its merits and advantages. Used moderately the written test has its place in school work and it is by no means a small one. In fact it is not an exaggeration to say that no pupil has been efficiently taught who has not occasionally been subjected to the test of putting into writing his knowledge of what he has studied. Such tests may be advantageously given especially at the completion of certain subdivisions of a subject as a means of determining what the pupil knows about the subject as far as he has studied it. Used for this purpose recurring written tests possess several advantages. They help to cultivate and improve the child's language; they throw him upon his own intellectual resources; they help to fix knowledge permanently; they give the pupil tangible evidence of his progress, which encourages and inspires him; they enable teachers to detect defective teaching not disclosed in the ordinary recitation and thereby to adapt their teaching to the pupils' needs and to judge the efficiency of their efforts, methods and devices.

Considering these advantages it is obvious that written tests aid both teacher and learner inasmuch as they measure in black and white the results obtained and thus show whether pupils are accomplishing the ends and aims of instruction. Certainly, too, it is necessary that both teacher and pupil should have some tangible evidence of the actual progress made through the methods of study and teaching employed. If these methods be defective, they should be improved. If they are effective both teacher and pupil may note their efficiency and be inspired to further effort. Nothing stimulates both teacher and learner more than the knowledge that they are succeeding and progressing.

To test these desirable results we may use either oral or written tests. This brings up the question of the comparative efficiency of the two methods. For the written test we may say it is less partial than the oral test since it is the same for all pupils and offers equal opportunity to stand it successfully; it also produces more tangible, trustworthy results; it reveals more precisely the comparative progress of different pupils; it discloses more plainly defective teaching and study; it stresses more forcibly the necessity of precision and completeness of expression; it shows more in detail the pupil's ability to compose correctly while thinking about the subject matter; it stimulates attention to instruction and thoroughness in daily preparation of lessons.

While the written test has its advantages, it also has its limitations. It is a test of knowledge rather than of power and skill. It can not test all teaching results many of which can be tested only by doing. For instance one's ability to read or sing can be tested only by actual reading or singing. Likewise the pupil's living of virtuous, Christian lives would be a far better test of their knowledge of Christianity than pages of written tests on Christian doctrine and virtues. Here the real test is the living

(Continued on Page 422)



EFFICIENT APPARATUS FOR THE GYMNASIUM



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Obituaries

R. I. P.

On January 21st, Mother M. Sebastian Gillespie died at the Convent of Mercy, Webster Ave., Pittsburgh, Pa. She had been frequently honored by the Sisters of her Community with the office of Mother Superior, the highest mark of confidence in their power to bestow.

Mother Sebastian had completed the sixty-first year of her religious profession, and was, as Bishop Canevin said in his funeral sermon, a connecting link between the pioneer band of seven Sisters of Mercy who came to America and settled in Pittsburgh in 1843 and the Sisters of this twentieth century.

Pray for the repose of her soul.

Mother Mary Agnes, Superior General of the Order of St. Francis of the United States, died December 20, at the Convent of Our Lady of Angels in Glenn Riddle, near Philadelphia. She was eighty-four years old.

Mother Mary Agnes was widely known in the Catholic Church, having established many Negro and Indian missions, parochial schools and hospitals. She was born in Switzerland, and was Superior General of the Order forty years, laboring in many parts of the United States.

Rev. Brother Thomas, C. S. C., a member of the faculty of Columbia University, Portland, Oregon, died of pneumonia December 19. The deceased religious was born in Kilkenny, Ireland, in 1883. He was educated there and at Notre Dame. In 1905 he entered the Brothers of Holy Cross and was professed four years later. Since then he has been connected also with Sacred Heart College, Watertown, Wisconsin, and St. Edward's College, Austin, Texas.

The Benedictine Fathers of St. Joseph's Abbey, St. Benedict, La., sustained a great loss on Thursday, Jan. 2, when with the dawn of the new year there passed away the Rev. Augustine Unser, O.S.B., late Prefect of Studies at the Diocesan Seminary.

Father Augustine fell a victim to pneumonia, resulting from a severe attack of influenza which he contracted during the Christmas holidays.

The death is announced from Honolulu, of Mother Superior Mary Anne, who for thirty years had been in charge of the leper colony on the Island of Molokai, the scene of the labors of the martyr-priest, Father Damien.

Brother Pantel, American Provincial of the Franciscan Brothers and Superior of St. Vincent's Home, Cincinnati, died very recently at the age of 64 years.

Two Sisters of Charity of Leavenworth, who also are sisters by birth, died within five days of each other at Grand Junction, Colo. They were Sisters Mary Aloysius and Marguerite Hefferman.

Superior of Camoldolese Monks Dies.—The death of the Superior

General of the Camoldolese monks, Father Sili, cousin of Cardinal Gasparri, Secretary of State, and of Archbishop Sili, late Secret Almoner to the Pope, is announced from Frascati. This is the community of which Cardinal Wiseman wrote so fascinatingly in his Roman memoirs.

The Honorable Count William J. Onahan, LL. D., 1876, Laetare Medalist, 1890, died on Jan. 15, after an illness of only a few days, and in spite of his venerable age—he was 83 years old—his health in general had always been good.

Dr. Onahan came to New York in 1851 and moved to Chicago three years later. Shortly afterwards he was appointed Inspector of Public Schools. This was the first of a long series of civic honors bestowed on him by his fellow citizens in Chicago. Many schools honored him with their doctorate, and Notre Dame bestowed on him the highest honor within her gift. Leo XIII., made him a Count of the Cape and Sword. He was the chief organizer of the First Catholic Congress and of the Columbian Catholic Congress.

REV. J. J. WYNNE, S. J., PRO- NOUNCEMENT.

Rev. J. J. Wynne, S. J., in a recently published pamphlet on "The Catholic Schools of the United States, says in part:

Those who regulate, as well as those who teach in Catholic schools, are not accustomed to think of competing with the public schools. Now and then there is a friendly competition, but it is never motivated by antagonism. Occasionally some one speaks of the public schools as godless, but that does not mean that every Catholic is prompted to detract the good work they are doing. Surely it would bring censure on any teacher in the Catholic schools to speak disparagingly of a public school or of its pupils.

Many a Catholic priest and Bishop has received his education in these schools, and vast numbers of their teachers have been educated in Catholic schools. There is no occasion for mutual mistrust or antagonism between the two systems. It is rare to find a public school principal or teacher who does not appreciate the value of religion in education and deplore the fact that it is not practicable to provide for the proper religious training of every child. * * * To say that it is impossible to make it part of an educational course is proved false by the fact that in over 7,000 educational institutions it is a part, and taught in such a manner as to influence the conduct of the pupils. Why claim that it must be forever ostracized in common school programs of study, because it is impossible to teach any one religion that will satisfy all? Is it possible to teach any one system of philosophy that will satisfy all? Or is there any course of history that will satisfy all? Those who appreciate its value find no difficulty in determining how to teach it.

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TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

Youth's Fine Enthusiasm He that robs the young of their enthusiasm and ideals leaves them poor indeed. Enthusiasm for the heroic and the best, confidence in one's ability to attain it is the sole source of spiritual energy; it alone can warm the soul into sustained and successful action. The Catholic Church continually seeks to put before the minds of the young, the noblest and the most perfect examples; and, presenting them, teaches the young that these standards, so far above human nature, are, by the help of grace which will never be denied, attainable. The Church seeks to do this not alone with the young, but with all her children of larger growth. Only by the renewal of confidence, only by a regained optimism can we overcome that self-distrust, and indeed self-disgust, which is the punishment of failure, and reach out hopefully, once more to better and higher things.

Beautiful Lives There is a story of a holy monk who took his class of young men into an apple orchard one day, in early summer when the apples were very small. Drawing down a branch, he scratched with a pin on one of the apples the name, "Jesus." He then marked the tree and branch so that he could find the apple. In the autumn, when the fruit was ripe, he again led his class to the orchard. They soon found the tree and the branch, and then the apple on which the teacher had written, and there was the name "Jesus" covering the whole apple. It had grown as the apple grew.

If, when we grow into men and women, we would have the name—that is, the likeness—of the gentle Saviour on our lives, we must have it written there in youth. Life is made up of good habits, and habits form slowly. Doing good is like playing on the piano—it has to be learned, and it is the work of many a day to become expert in the art. Music teachers advise pupils to begin as early as possible in youth, it is easier to train the fingers to strike the keys. The younger one begins to practice the duties of Christian life, the better.

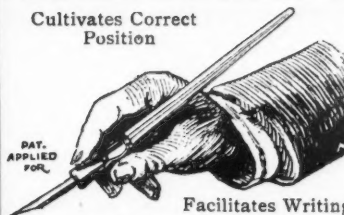
The Supreme Test The ultimate test of the efficiency of a teacher is the effectiveness of her teaching. To quarrel with methods in a classroom in which excellent work is evident on all sides is a fatuous employment, and may be left to those whose love of method, of pedagogical theory, and of standardization in school work, has become a ruling passion. All of us have seen teachers of excellent intellectual capacity, and of authentic scholarship, fail utterly in a classroom. And we have seen, too, teachers whose knowledge was hardly acquired, and neither profound nor extensive, succeed admirably with the children whom they taught.

The personal equation is the thing upon which education turns. There is no one system of teaching. Zeal should have freedom for its companions, and, if it have, the system of a successful teacher eventually becomes the expression of her personality. To set down and divide, to establish metes and bounds, to standardize culture, as one must do if it is to become matter for examinations, is to minimize the personal element in education, and, ultimately, to obliterate it. Examinations are a necessary evil and they should be restricted, carefully restricted, to those matters in which their usefulness is apparent.

Kindness is Contagious While every child should be intellectually educated it is certain that education of the heart is even more essential to the welfare of society and to individual happiness, and children are entitled to both.

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WRITTEN TESTS AND EXAMINATIONS.

(Continued from Page 419)

of good Christian lives, the correct training and use of our will and our conscience which can not be measured by per cents.

Considering these limitations of the written test it is evident that it should be supplemented by the oral test. What the one lacks the other may supply. Hence there should be a happy union of the two methods of testing. Certainly, the one should not be overemphasized at the expense of the other. Certainly, the teacher should not neglect or slight the recitation proper with its more frequent oral tests. Neither should he make the occasional written test a dreadful bugbear to nervous pupils, a source of unfriendly rivalry, worry, overwork, abuse and dishonesty and other attendant evils. Nor should written tests cause any more worry or anxiety than oral tests. They should come unexpectedly simply as a part of school work not as a goad to spur pupils to better application in order to "pass" the test. Written or oral the test should not be a frightful and spasmodic bugbear but a steady gentle encouragement to more thorough study for the more frequently the pupil's minds are riveted on formal examinations the more do they cram and store their minds with memoriter, mechanical, unintelligible recitations, the more do they regard them simply as a means to an end—passing the test regardless of any real, appreciation or understanding of what they put upon the paper. Pupils do their best work when they show freely a keen, natural, interest in the written tests without being on the anxious seat as to whether they shall "pass." Certainly the highest function of the school and its teachers is not to fit children to pass examinations but to live, useful, complete, Christian lives, by organizing and applying knowledge fruitfully in solving the problems of a hard and busy world.

Having observed the advantages, limitations and evils of the written examination we may consider the advisability of basing scholastic rewards and honors, promotion and classification of pupils and judging the comparative efficiency of schools and teachers solely upon the results of written examinations. Hardly had the values of written tests been recognized when most of the school boards and superintendents based their decisions upon scholastic honors, promotion and efficiency entirely upon the results of the final examinations tabulated in per cents ranging from 1% to 100%.

Needless to say this soon produced many bitter jealousies, unfriendly rivalries and other evils. It side-tracked the best efforts of teachers, grooved and narrowed their instruction to rote, mechanical methods of teaching. It occasioned cramming, defective study and tempted pupils to dishonesty in preparing their "wares for the market." The very fact that rewards, honors, promotions, efficiency and comparisons depended solely upon the results of the coming written examinations made school supervision too mechanical and hampered the better judgment and teaching ability of teachers who were able and willing to do excellent work. Fettered by the requirements of the coming ordeal they naturally focused their instruction not upon the greater needs of the pupil but upon what would "count" in passing the examination. Hours of study and drills upon probable arithmetical, grammatical, geographical and historical questions were centered upon these subjects to the exclusion of all other studies equally important. As a result pupils were overtaken and freer, broader, better methods of teaching sacrificed.

The remedy for these evils of the "examination system" is the broadening and strengthening of the examination questions so as to put them into the domain of genuine education. They should be of such character as will test the pupil's knowledge and powers of observation, thinking, reasoning and expression. Certainly they should bring out good training and true culture rather than narrow technicalities and should show the pupil what he ought to know and what is worth knowing.

A second remedy for the evils of the examination system is the abolishment of comparisons between teachers and pupils. Comparisons as a rule are odious, unfair and deceptive since home training and assistance are not always equal and these factors are often overlooked when comparisons are made solely in terms of per cents. Often the high per cent pupil deserves less real credit than one of lower standing whose knowledge of the subject may be

far more comprehensive than that of his higher ranking but less studious rival.

This suggests a third remedy for the evils of the use of the examination system of rewarding, grading, promoting and comparing different pupils. It is that written examination results should not be the sole basis of judging scholarship. Every experienced teacher has been forcibly impressed with the injustice of considering the higher per cent pupil the better scholar. He has observed that not infrequently the strongest scholars make the lowest examination marks, and that the weakest often makes the highest grades. The pupils daily recitation records compel the conclusion that the results of written examinations are not necessarily conclusive evidence nor acid tests of scholarship. Being more frequent and bringing out the pupil's knowledge at more points these records based upon the teacher's judgment must of necessity be a far better, fairer test of his scholarship. Certainly the pupil's daily success or failures recorded in a roll book or in the memory of the competent, trustworthy teacher are ever ready to render a far truer verdict of the pupil's scholarship than the answering of a few questions in the set, written examination.

MUSIC IN THE RELIGIOUS TRAINING OF THE CHILD.

Rev. F. J. Kelly

Musical Director, Catholic University, Washington, D. C.

The Catholic School is the synonym for religion and morality. It is the sanctuary where young minds are taught to know and love God. It is an institution where the coming generation is imbibing a knowledge of the truths of Holy Church. It is a home where boys and girls are laying the foundations to become God-fearing men and women, an honor both to their Church and to their country. Religion forms an integral part of the curriculum, and the secular branches of learning are taught in such a way, that religion exercises her benign influence over them all. The young mind is made to realize that all knowledge comes from God, and is useful only in-so-far as it will lead them to God. Thus the child-mind becomes so impregnated with the idea of its dependence upon God, that its entire after-life is influenced by it.

Among the branches taught in the curriculum of our Catholic Schools, there is one which, above all others, except Christian Doctrine itself, appeals to the spiritual side of the life of the child. I refer to the art of music. In fact we cannot have an idea of religious worship, without at the same time regarding music as an integral part of it. It is the most religious among all the arts. Religious feelings and emotions find their adequate and deepest expression in music alone. It is essentially and preeminently a religious art, a Christian art, I might say, a Catholic art. Its influence ennobles, strengthens and purifies the mind, and elevates it to things of the higher world. It is the art which expresses man's religious thoughts and feelings, where human language fails to do so. It is for this reason that the Church holds music in such high regard. Her work here upon earth is to lead men to God, and as music is the most spiritual and subtlest of all the arts, she calls upon this art to assist her in her great work.

In the work of education, the senses of the child must be primarily appealed to. But among the arts, music above all others appeals to the senses. But it does not finish its work here, for it sinks into the very being, the very soul of the child, influencing it for good. The great spiritual truths too deep to be explained by word of mouth, are made intelligent to the child-mind by means of the divine art. Right here is the reason that music in our Catholic Schools should be held before the child-mind as something holy, something heavenly, as the language of the angels. Children love to sing, for they sing naturally. When a child becomes unconscious of its surroundings, it invariably will express its thoughts in song, or in a little melody familiar to it. It is because of the purity, the innocence, the heavenly beauty of the art of music, that makes it appeal to child-nature, which is as yet untouched by the material things of this world.

As music then seems to be a part of child-nature, and as it is such a power for good, since religious truths are bound up with music and singing, who can estimate its educational value in the religious training of youth? Where is the Catholic teacher that will not call to his aid such a powerful means to bring to the child-mind a

knowledge of truths too sublime for it to fathom in any other way? It has been the experience of all Catholic teachers, that religious truths, no matter how well explained, no matter how simply interpreted, are but feebly grasped by young minds. It is only by the simplest comparisons with experiences in the every-day life of the child, that any material progress can be made at all, in bringing any light to bear upon the proper understanding of religious truths. This is but natural. The truths of Holy Faith are so profound, that the most learned of men, but feebly understand them. They are the products of the mind of a God, of an Infinite Mind, and therefore a finite mind cannot hope to fathom them. Therefore in presenting these sublime truths to children, when one has used every comparison and every means possible to make them somewhat intelligent to them, the art of music offers itself as a further aid, yes, as the most efficient means to bring these truths home to the child. Thus these truths sink into the very soul of the child, and the effect on the inner life of the soul is transformed into outer expression as right action and conduct. The entire spiritual nature of the child is stimulated.

From what has been said, we gather, that music in Catholic Schools has a religious mission. Catholic teachers should always keep this idea in mind. Music like any of the arts, can be, and is diverted from its purpose. For us, in our scheme of education, it has but one mission, namely to bring light to bear on those things that lead men to life eternal. It follows then, that in the selection of songs for children, those of a secular character should give way to those of a religious and moral character. I think, all who realize the great good the art of music exercises in the plan of Catholic education, will agree with me, when I say, that secular songs, in which no particular moral is taught, and which contribute nothing to the religious and moral training of the child, should find no place in the choice of material for the singing lesson. Religious songs, with the Catholic teacher should take precedence, then songs that have a moral to impart. All other songs, no matter how excellent, musically speaking, should not waste the time of the singing lesson, for they do not contribute to the end, which we have in view in educating the child. The little time that is allotted to the singing lesson each day, can be very well employed by instructing the child in the principles of singing and notation, in the teaching of hymns for church services and songs that illustrate a truth or contain a moral, and above all, by instilling in him a knowledge and a love for the sublime music of Holy Church, the Gregorian Chant.

CURRENT EDUCATIONAL NOTES.

(Continued from Page 394)

schools preserve his fine spirit of Americanism and his fearlessness in denouncing incompetency in high places; his contagious enthusiasm for work and culture, his unswerving devotion to Christian ideals of living, his consuming zeal for the making of men.

LOWELL. On the 2d of this month we commemorate the centenary of the birth of James Russell Lowell. Lowell was a great teacher and a good man, a virile writer and a ripe scholar. Preeminently a man of his day, he was not indifferent to the heritage of the ages; he confessed that the basis of his learning, the source from which it sprang and the root from which it grew, was the masterpiece of the great Catholic writer, Dante. As an essayist Lowell never did worse than his lecture on Shakespeare's *King Richard III*; never better than his article on Thomas Gray. At his best, he will endure.

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Rousing the Imagination.



Rev. Edward F. Garesché

That delightful faculty of man, the imagination, the picturing faculty, the faculty of re-creation, the power in us that makes old sights and sounds glow and sing once more and melt and merge into new, charming images of beauty and of power,—this is at the heart of all true literature. "L'imagination est la folle du logis," Imagination is the scatterbrain of the house, said Malebranche very aptly, and he was only echoing, it seems, a saying of the dear and wise Saint Teresa. No teacher will dispute that with this sort of imagination, lively,

quick and changeable, the very breeder of distractions, all children seem blessed abundantly. But the same elfin faculty which sets little thoughts wandering and young minds wool-gathering, busy with games and summer woods when they should be considering the graver charms of writing or arithmetic, can be harnessed to the chariot of Apollo and made to play Pegasus for many glorious flights of literary fancy. It should be some consolation to the much-plagued teacher of the more exact and pedestrian branches whom childish imagination are baffling and annoying by their tricks, to think that in the class of English literature that same freakish faculty can be harnessed and made to pull a load!

Seriously, to make our talented boys and girls good writers we must train and harness their imagination. Because for that much and intelligent reading of good books, that personal appreciation of good literature which is the first of the two steps to becoming an effective writer, the awakening and refining of the imagination is a pre-requisite. Upon the alertness, the vividness and strength of the imagination depend in great measure the pleasures of literature, and these pleasures are the inducement and the reward which will keep the student actively interested in pursuing the course of reading required for the training of taste and the forming of style.

True, a mere course of the reading of excellent literature will itself tend to develop and refine this faculty of imagination. The imagination is constantly in action while we read and it takes up with amazing swiftness and singular retentiveness the images offered it through the cold medium of print and performs with lightening speed the manifold picturings which long tales, intricate descriptions and far-fetched metaphors put upon it. Yet the more aid we give to waking the imagination, especially in the beginning of our young writer's career, the more surely and swiftly he or she will acquire a taste and gusto for what is choice and excellent in literature. It is well worth while then to give some suggestions for rousing the imagination.

All the more reason for directing some deliberate care towards this important scatterbrain because so many influences nowadays are conspiring against the true culture and fine development of the imagination. This is a vulgar, a trivial age. Pictures are everywhere but in the main not elevating nor inspiring pictures. They are too many to be good. It was a happier time, perhaps, when the countless multiplication of pictures, the innumerable replication of books, was unknown and unthought of. Then what pictures and books there were offered the imagination more of what was noble, sound and true and less of the merely superficial and transient. Modern imaginations are surfeited with countless impressions which clog and dull rather than stimulate and nourish them.

We shall not here go aside to call detailed attention to the low conspiracy against the imaginations of children that so many commercialized publications, mercenary movies and cheap forms of entertainment are waging for gain. The comic supplements, the shallow stories for children, the movies full of tawdry sentiment and poor sensationalism when they have not worse and more baleful influences, tend to degrade and fuddle the imagination. That they see, what they hear, what they read, tends too often to dull and tarnish the mirror of the phantasy, that magic mirror which can sparkle, gleam and glow as

readily with the glorious visions and dreams of the masters of literature, as it can deflect the trivial crowd or the flaring posters of the street.

Clearly then it will be well for us to give some deliberate care of rousing and refining the imagination of the child, both for the intrinsic worth of the faculty itself and for the sake of the essential interest and appreciation which the awakening will bring in the study of English models. But how shall we proceed? Here are some suggestions which are the result of practical work in the classroom and can be adapted to varying grades and differing needs. To begin with, choose a bit of poetry which is not too easy yet well within the comprehension of the class. Our first experiment was made with *The Daffodils*, by Wordsworth, and this will serve as a good beginning with high school pupils. To test progress thereafter it is interesting at the start to read the poem to the class, or put it on the board, and then have each one write out his or her understanding of the poem. Keep these appreciations, and when the study is over have the class once more record impressions. The difference between the first and the last will, probably, be encouraging and an index of progress.

Then proceed to build up in the imaginations of the pupils a sort of prelude to the appreciation of the poem. To this end, one may pointedly observe, one should previously have gone through the process, long or brief, as the subject demands, of waking one's own imagination so as to be ready to rouse and kindle theirs. An intense interest in the one who wrote the poem, in the probable circumstances which inspired it, in the scenes in which it is laid and the thoughts and suggestions which it beautifully and imaginatively conveys, is the best preparation for communicating to others, especially to children, the enthusiastic appreciation we seek. And may one say, by way of parenthesis, that all the introductions of all "edited classics, all their biographical details and the glosses in their margins, are in danger of doing more harm than good to the real appreciation of students for the work unless they appeal to the imagination and help to create a picture of the man, the place and the occasion, and thus heighten interest and prepare the pupil to enter into a piece of literature that is already loved and of which they have already tasted the relish by anticipation. Details of biography and local fleckless blue, is lurking pictured somewhere in the pupil's for their power of helping the imagination to enter with interest and gusto on the work.

Thus in the present instance the important circumstances are that Wordsworth was a man of intensely loved nature and had a reverent sense of the power of natural beauty to lead the soul to spiritual realizations. He lived in one of the most quietly beautiful regions in the world, the Lake Country of England, and was powerfully affected and inspired by the loveliness around him. It is not necessary to consult encyclopedias and books of travel to acquire a precise and accurate notion of the exact topography and contour of the Lake Region of England. If one has this, all the better perhaps, but it will not do to give too much importance to accuracy here. Every child has seen a lake of some sort or another. In every little imagination are stored lovely pictures of green fields and bright flowers. A lonely white cloud, floating in the else unceless blue, is lurking pictured somewhere in the pupil's fancy. These things we must now evoke and weave them into a prelude for the poem.

So, after some preliminary remarks about Wordsworth himself, intended to awaken interest in what he wrote and calculated to give some sort of a picture of the man and his personality, we begin to stir in the imagination of the class a picture of the setting in which the poem was conceived.

It is a glorious day in Spring. The poet, alone, and with that mingled exaltation and sadness which so often comes from the contemplation of lovely scenery, is wandering over the meadows, bright with the fresh green of springtime. In the great circle of the horizon he feels as lonely as the single cloud that floats on high over the vales and hills. Expatiate on the scene, using gestures, tones and what you will to waken in the pupils' fancy a vivid picture. Suddenly, in that solitary mood, the poet gains a little height of the meadows, and as he looks over the green summit of the rise of the ground, there, fluttering and dancing in the breeze, are a whole crowd, a host, of golden daffodils, the sunny, graceful sprightly flowers that are the very symbol of the joy of spring.

Then describe, glowingly and eagerly, the glorious scene. The wide bend of the lake, the brilliant air, the shining sky, the limpid atmosphere of spring. Best of all

the long, golden dance of daffodils, continuous as the stars that shine and twinkle on the milky way, a host of glorious flowers, beside the lake, beneath the trees, fluttering and dancing in the breeze. The poet stands to gaze and gaze, with sheer delight, upon the jocund company. He marks how the waves beside the flowers danced likewise and throw off golden sparkles of sunlight, but the flowers to his loving eyes outdo the sparkling waves in glee. With mere, undeflecting delight he lets the charming show engrave itself deep on his memory, until, as he turns at last unwillingly away, the flowers still flutter and dance to his mind's eye, and he has gained a permanent possession, for himself and, because he is a poet, for all after generations who shall know the English tongue and love what is beautiful.

For, in after days, when he lies on his couch in pensive or vacant mood, the dancing flowers flash on that inner eye of the imagination which is the bliss of solitude. And then his heart, fills with gladness, and dances once more with the remembered daffodils.

All this should be expanded and developed, with an eye to the comprehension of the students, until, watching their faces, you see that flush of waking, comprehension, that realization of the scene and the experience, which tells you that their imaginations are roused to picture something of the rapture of that spring morning, the surprised delight of the poet, the deep draughts of pure pleasure and joy which he drank from the golden flowers, and the permanent enriching of his being with that bright memory to be the bliss of vacant or of pensive moods. Now you may tell them that if this man had not possessed a power of self-expression in the sweet English tongue his bright experience would have perished with himself and not remained to delight future generations. But Wordsworth had sedulously cultivated the blessed art of putting into seemly words the thoughts of his heart. Therefore we, years afterwards and in another land, can catch again the sweet rapture of that spring day and feel our hearts, after these many days, go dancing with the daffodils. It is well worth while to cultivate one's imaginative power and one's gift of expression!

Then conjecture how the poem itself came into being. The poet, perhaps in one of those vacant or pensive moods, once more is visited with the bright vision of the dancing daffodils. In fancy he walks again up the green slope beneath the shining sky and breathes the rise and sees the glory of bright flowers. The first lines of the poem sing themselves in this fancy:

"I wandered, lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

And so, line by line, this immortal poem is written.

Then read the poem for them again, with all the expression and emphasis and interpretation you are master of.

Finally, take the poem stanza by stanza and expatiate upon the individual felicities of expression. Try to help the students to realize the art that conveys, so amply and without effort, the soul of a lovely experience, and to get them to taste the sweetness of connotation that often flowers in a lonely word.

Last of all you may select phrase after phrase which has some special beauty or which appeals to you as possessing a particular loveliness, and make the imaginations of the class respond to and reproduce the beauties which thrill you in the phrase in question.

You may use as much time as you like in each step of this proceeding, and at the end it will be interesting as we have said to get the students to write down once more their impressions and appreciation of the poem. You will be able to conjecture from what they say how far you have succeeded in rousing their imaginations to appreciation and delight. Such an exercise may do more for their real appreciation of literature than dreary days of rhetoric and grass mar.

"That is very like the process of meditation," some one may say in reading these suggestions. One makes a first prelude, and then aroused interest in the fruit to be obtained. Then one goes over the poem phrase by phrase pretty much in the same way as one dwells on phrase after phrase of a prayer." Indeed, much the same psychological principles are involved and when one finds out the efficacy of these principles as applied to the study of a poem, one will come perhaps to have still more regard for them when applied to a prayer.

(Continued on Page 426)

HEALTH HINTS.

Safeguarding the Health of Our School Children.

By L. Emmett Holt, M. D.

All studies that have been made in this country indicate that large numbers of children, especially in the crowded cities, are physically far below par. How much this condition affects the health and vigor of our people was revealed in the selective draft. The defective physical condition of young men of draft age was largely due to neglect of proper supervision and guidance during their period of growth. If the defects disclosed by the examining physicians had been recognized early in school life it would have been possible, in a large measure, to correct them.

One thing is conspicuous in the results of our studies and observations, and that is the superior physical condition of the children of the better-cared-for classes, those who are favored with improved conditions of life. **Proper feeding, fresh air, and outdoor exercise have made the present generation of children of the well-to-do classes taller, heavier, and stronger than their parents.** This is a matter of common observation. Children of other classes, however, especially in the large cities, do not show the same improvement. The knowledge of child culture has not yet filtered down to the masses.

The war has created a situation which makes the condition of these children even worse than in peace times. The higher cost of food, particularly of milk, which has led many families to forego its use entirely, is chiefly responsible for this condition today.

A great deal has been done, of course, in the last thirty years for the better health of children, but the efforts of most of the Boards of Health and the welfare agencies have been concentrated—and very properly, too—on the care of infants, among whom the largest number of deaths occur. The milk stations, for example, follow the child during its first two years. They have done remarkable work. They have been a large factor in reducing infant mortality in this city from 288 in each 1,000 of infants born thirty years ago to 89 in the same number born, last year. This has meant organization, co-operation, and widespread publicity. It has been a campaign of education.

But the army of more than twenty millions of school children has as yet received very scant consideration. Proper medical examination of school children exists in only a small number of States and in but a few of the larger cities. In the greater part of the country there are no such examinations, even in the most superficial form, and where they do exist, for the most part, they are very inadequate, often consisting merely of one examination at the beginning and another at the end of school life. **Even these examinations in most instances are only casual. They are made, for example, without removing the clothing of the child for a proper examination of heart and lungs.**

An important economic point is the necessity for what is known as re-education of backward children in the schools, or the repeating of grades. This is a great waste of efficiency and entails an enormous expense. The necessity for re-education is probably due to the health of the child more than to any other cause. A child's brain cannot be expected to do good work if the stomach is empty, any more than you can expect an engine to run without gasoline.

The conditions above outlined have led to the formation of the Child Health Organization. The business of keeping the school children in good physical repair has not been generally thought of as a public duty. Too much stress in medical work in the schools has been placed on the detection of defects, such as adenoids and the condition of the tonsils and teeth. This work is important, of course, but there seems to be even more **essential** and fundamental questions to consider, especially the influences which affect nutrition. The normal growth of children has been ignored, or at least has been very little thought of.

Few attempts have been made to arouse the interest of the child himself in health matters or to see to what degree he could be stimulated, not only to take an interest in his health but to have the ambition to be well and strong.

The response of a group of children to an appeal like the following is astonishing:

"Every child owes it to his country to make and keep his body as strong and well as possible.

(To be concluded Next Month)

STANDARDS IN CHURCH MUSIC.

Rev. Gregory Huegle, O. S. B., Conception Abbey, Conception, Mo.
(Tenth Article of the Series)



Rev. Gregory Huegle, O. S. B.

Under this caption an article appeared in the 'Diapason,' September, 1918. The article represents a paper read at the convention of the National Association of Organists, held in Portland, Maine, in August, 1918. We have read the article with much interest. The author, H. C. Macdougall, treats a delicate and important subject with exquisite ability and sincerity. It is impossible for Catholic teachers and organists to study and weigh the sentiments voiced in said article without sending heavenward a prayer of thanksgiving for the favor that Catholics need not go in search of a standard of Church music. The 'Motu Proprio' of Pius X appears in a new light when contrasted with the sentiments expressed at this non-Catholic gathering. We shall limit ourselves to a few points. The author says: "If you wish to form and support a standard of church music suitable for all times, all churches and all peoples you may as well give up first and last." Further on the author admits that the Catholic Church has a standard, but maintains that she applied it with a certain looseness before the 'Motu Proprio' appeared, since there was ample room for the secular Masses of Mozart and Haydn and the meretricious works of Lambillotte and the like. Certainly the author fell into a contradiction, saying first that a standard in church music is an impossibility, admitting later that the Greek and Latin Churches have standards (viz. in plainsong).

"Of Plain Chant Pope Pius X says that it is the only chant that the Church has inherited from the ancient Fathers, which she has jealously kept for so many centuries in her liturgical books, which she offers to the faithful as her own music, which she insists on being used exclusively in some parts of her liturgy." (Motu Proprio).

Pius X legislates nothing new; he recapitulates principles and laws that governed church music from the beginning of Christianity; he codifies them and presents them in clear-cut terms to all concerned, with an authority that knows no appeal.

How much different is the case of those who are going in quest of a standard of church music! Listen to what our author says: "I may be wrong, but I have little hesitation in saying that Protestant Churches as a whole have absolutely no common standard; the music in use ranges from that written for the Church of England to that of the Salvation Army and the Billy Sunday revival tune!" Of the latter the author remarks elsewhere that not only are the words of those hymns vulgar and profane, but the jiggy rhythms are simple repulsive and void of all spirit of worship.

Thinking Protestants learn from experience and observation that the exercise of authority in matters of church music is simply a necessity; because human views and tastes must be ever raised to highest standards when the worship of the Most High is concerned.

How did the secular press receive the 'Motu Proprio' of Pius X? One section condemned it 'lock, stock and barrel'; another section denied the Holy Father the right to pronounce on what it termed "a question of art." The Motu Proprio has been described as "retrograde" and "reactionary," as an attempt "to put back the clock" and "arrest the further development of church music." The faithful and thoughtful worshippers within and without the Church breathed a prayer of thanksgiving for a deed so courageous as was the setting forth of such determined legislation. The time required to carry out these salutary regulations necessarily extends beyond the span of a few decades; it will take a new generation to imbibe the new spirit.

The author's views on plain Chant we sketch as follows:

1) He finds himself unable to accept plainsong as music, for to his mind it is simply a musical inflection.

2) Plainsong is all in unison, and without a obbligato

accompaniment: it can therefore have none of the coloring power of harmony; it has no rhythm beyond the sweep and flow of words.

3) Granting that plainsong is music, it is evident that it is the oldest type we have, the most venerable and dignified.

4) It adapts itself to the word wonderfully: nothing can be equal to plainsong in this respect. If you believe that the words of the liturgy are everything, then you are a plainsong-devotee or ought to be.

5) The sort of worship music coming nearest to a universal standard is plainsong. . . . It has great beauty and usefulness as melodic inflection, and, being absolutely non-secular, is well fitted for liturgical purposes.

These points contain a courteous decline of chant as a standard of church music on the plea that it is merely musical inflection, a colorless, neutral medium for worshippers who have lost their individuality, a music without accompaniment and rhythm. Mr. Macdougall must have reference to chant interpretations of the soulless, dry-as-saw-dust type: in fact he does not tell his hearers where he made his observations of chant. But that his views hold good no longer he may convince himself by perusing a handbook for musicians of the English Church, viz. "The Teaching and Accompaniment of Plainsong," by Francis Burgess (Novello, 1914). What this author says on chant melody as satisfying the highest claims of art, and as going through the subtleties of emotional expression by using the boundless possibilities of the human voice and the graduated degrees of emphasis, will convince anyone that chant is no longer the Cinderella of old, assigned to the ashpit.

Almost twenty years ago the present writer with a royal professor assisted at High Mass and Vespers in a celebrated Abbey Church of Europe. The royal professor, himself a master of modern art, voiced his sentiments about as follows: "Why don't we quit rendering figured music when Chant is so wonderfully rich and beautiful in melody and expression? I, for one, would give anything if with my choir, I could render music such as we heard today!"

TRAINING ENGLISH WRITERS.

(Continued From Page 425)

For the rest, just as one may vary indefinitely the method of mental prayer and apply it to many subjects, so may one use this plan for waking the imagination on many sorts of literature and modify it to meet the needs of many grades of students. The cardinal principle involved is the waking of the imagination by giving it first of all a picture to work on and then stimulating it to dwell on one after another of the special beauties of the composition and to suck the sweetness from the individual blossoms of fancy or of thought. Once the imagination is awakened and its attention secured, one may be sure of the interest of the pupil. For this faculty is pleasureable in its exercises and it grows by what it feeds on. Nourished with the best and purest food it gathers strength and originality of its own and will pursue in vacant or in pensive hours those veins of golden thought to which we effectively introduce it by the careful and appreciative study of the great originals of creative literature. But enough or perhaps too much, for the present. We shall postpone further reflections to another paper.

We believe that the parochial school gives not only the fundamental three R's of secular knowledge, but adds a fourth, religion—a system of beliefs and practices; a belief in a just and loving personal God; a personal Saviour; the reality of a union between God and man through prayer and the Sacraments; the necessity of external as well as internal worship; in a word, the duties of love to a Creator. We believe that learning without religion is dangerous, that religion with learning is strengthened, fortified and enriched. We believe that true character is life dominated by right principles; that religion alone furnishes these principles; and that the highest citizenship is unattainable without such character.—Rev. John A. Dillon, Diocesan Supt. of Schools.

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Public School Methods—New Edition. Substantially bound in Japanese silk buckram, and fully illustrated from photographs, paintings and original drawings. Vols. I. to VI., inclusive, 500 to 600 pages each; supplementary vol., 162 pages, containing "Teachers Guide" and index to the whole set. The Methods Company, Chicago. Price, \$26.75, f. o. b.

This series of volumes which is an attractive example of the bookmaker's art, may be described in short as a library on the subject of pedagogics. Criticism might challenge its title, which would have been better for the omission of the first word. "School Methods" is amply descriptive and would have avoided a seeming implication that those set forth are applicable to problems of instruction confronting public school instructors especially. As a matter of fact, Catholic educators familiar with the work have given it substantial praise. Teachers in parochial schools will find it useful not only for the insight it affords regarding the methods approved in the public schools of the country, but for practical suggestions innumerable that will be helpful in their own especial field. The formulas it recommends are derived from a variety of sources, many of them distinctly Catholic. As has been intimated at the outset, it would be difficult to find a work on the subject of teaching which is more comprehensive in its endeavor or put together on a broader plan. After a careful examination, the reviewer is disposed to yield sympathetic assent to the language of the preface, or which declares it to be "a normal school in book form." The general editor of the work was William F. Rocheleau, author of "Great American Industries" and "Geography of Commerce and Industry," formerly conductor of state institute work in Minnesota and director of the training school in the Southern Illinois State Normal University. The writing and editing of the various divisions was assigned to educators of long experience in the schoolroom—acknowledged authorities on the subjects discussed. John Cavanaugh, LL.D., president of Notre Dame University, acted as reviewing editor; Philander Priestly Caxton, United States Commissioner of Education, contributed the chapter on Geography; William Chandler Bagley, Ph.D., director of the School of Education in the University of Illinois, wrote articles on Psychology, Adolescence and Methods of Teaching; Henry G. Williams, editor of the Ohio Teacher, an experienced educator, formerly state supervisor of Normal Schools for Ohio, contributed noteworthy chapters on Number and Arithmetic; Patty Smith Hall, assistant professor of kindergarten education in the Teachers' College of Columbia University, was enlisted with

Annie E. Moore, instructor in elementary and kindergarten education in the same institution, for the discussion of Story-telling, Dramatization, Games, Plays and Songs; Lucy Dorritt Hale, Department of Drawing, State Normal School, Milwaukee, wrote on Construction Work. These are names taken almost at random from the long list of editors and contributors, which also includes. Dr. Charles A. McMurtry, professor of education, Teachers' College, Peabody University; Dr. Charles F. Hodge, professor of biology, Clark University; Henry Turner Bailey, director of the Chautauqua School of Arts and Crafts, Boston; Miss Jessie Elizabeth Black, critic teacher in the School of Education, University of Chicago; Miss Achsah May Harris, professor of primary education, State Normal School, Emporia, Kansas, and many others. The most approved methods in use in the leading normal schools of the country are exemplified in this work. Many recent graduates from these institutions will find it helpful to them in reviewing and reorganizing what they have been taught preparatory to the application of their training to practical ends. Older graduates will welcome the opportunity it affords to study methods which have come into vogue since they were preparing themselves for their vocation. Thousands of teachers who never attended normal schools will rejoice to discover a means by which they can gain an insight to the fundamental principles of the science of pedagogy as formulated by the highest authorities. All the chapters pertaining to School Management, Psychology and Methods of Teaching are brought down to the moment, and newer subjects are treated with elaboration which will be welcomed by teachers desirous of keeping abreast of progress in their profession—Kindergarten, Character Building, Personal and Community Hygiene, the Community Center, Handcraft, School Sanitation and Hygiene, Books and Libraries, Picture Study, Vocational Guidance and Thrift, Agriculture, Nature Study, etc. The plans for teaching follow the chapters on all the common subjects, and carry the work of each subject through the grade for each year. In the first grade they go into details for each day's lesson. In the others they outline the work for each month. The chapter on Special Day Programmes will save many a hard-worked teacher a world of worry. Parents as well as teachers will find these volumes interesting and valuable. To every one engaged in teaching they may be commended as instructive and inspiring.

Essentials of American History. By

Thomas Bonaventura Lawler, A.M., LL.D., with illustrations in colors by N. C. Wyeth, drawings by Rudolph Ruzicka, and numerous maps. Cloth, 524 pages. Price, \$1.12. Revised edition. Ginn & Company, Boston.

This is an old friend with a new face, the author having rewritten from cover to cover and brought down to the date of the closing of the World War his excellent compendium of Unit-

ed States history which has stood high in the favor of the public during the past sixteen years. While giving due attention to the wars in which the country has been engaged, the author does not slight the "victories of peace," but sets forth the progress made in industry and the arts and sketches fairly and vividly the religious and social movements that have made an impress on American life. The work of the Catholic Church through its missionaries and explorers in the discovery and colonization of the New World is properly presented. Questions for review examinations at the end of every epoch aid in laying emphasis on vital facts. A topical analysis and a bibliography at the end of each chapter, indicating sources and affording a guide to supplementary reading, constitute other valuable features of the book, which, while intended especially for pupils of the Seventh and Eighth Grades, will be found useful by older students and the general reader.

Teaching Children the Mass. By Francis A. Gaffney, O.P. Stiff paper cover, 26 pages. The Rosary Press, Somerset, Ohio. Single copies, 10 cents; \$7.50 per hundred.

The fact that since its publication at Easter ten thousand copies of this booklet have been sold attests its usefulness. Father Gaffney has gathered into brief compass and set forth in simple language the results of wide research and long experience in catechetical teaching, on a subject of the highest importance. The outcome of his labors is recognized as helpful to teachers and of value not only to little folks but also to many older worshippers not as fully informed as they should be regarding the ceremonies, vestments and sacred vessels pertaining to the August Sacrifice of the Mass.

The Seven Laws of Teaching. By John Milton Gregory, First Regent of the University of Illinois. New edition, revised by William C. Bagley and Warren K. Layton, of the School of Education, University of Illinois. Cloth, 129 pages. Price, 75 cents. The Pilgrim Press, Boston.

This edition of Dr. Gregory's standard work retains as far as possible the form and substance of the original, with additions and alterations suggested by recent developments in educational theory and practice. A better exposition in as brief compass it would be hard to find. The book will be prized by every earnest worker in the field of education.

Latin Reader. Nature Study and Easy Stories for Light Reading During the First Year in Latin. By A. B. Reynolds, Head of Foreign Language Department Hitchcock Military Academy, San Rafael, California. Cloth, 373 pages. Illustrated. D. C. Heath & Co., Boston. Price, \$1.20.

The idea of this book is to enlist and hold the interest of the student while at the same time contributing to his knowledge of Latin words and grammatical constructions. By giving him a text containing facts worth

knowing and remembering he is expected to be encouraged to find inducement for re-reading it many times, and even for memorizing passages illustrating the commoner forms and constructions, with the result of fixing them indelibly in his mind. Moreover, it is likely to happen that often he will be able to bring into play the instincts by which he has grasped the meaning of innumerable English words from their context, thus escaping the bonds of object slavery to vocabularies. A student who masters this first book will have a practical working knowledge of Latin useful for itself as well as for the incidental power it will afford him of unlocking the meanings of hundreds of English words without needing to run to the dictionary.

Pitman's Progressive French Grammar. Part I. By Frank A. Hedcock, Master at University College School, London. Isaac Pitman & Sons, New York. Cloth, 326 pages. Price, \$1.45.

"Practice is the secret of learning vined that the ability to speak and write a language for practical purposes—in such a way as to enable exchange of ideas—is the thing to be aimed at in advance of mere literary knowledge that might enable one to read a French book though he could not communicate intelligibly in French. This is an original contribution to text-books for beginners in French, and it comes at a time when it will be warmly welcomed.

Fabulas Y. Cuentos. A Spanish Reader. Edited by Clifford G. Allen, Docteur de l'Université de Paris, Associate Professor of Romanic Languages, Leland Stanford Junior University. Illustrated by Clarence Rowe. Cloth, 188 pages. Price, 88 cents. World Book Company, Yonkers-on-Hudson, New York.

This is an easy reading book for beginners in Spanish, its contents being made up of selections from an old Spanish version of Aesop's Fables and three interesting narratives by modern authors, with questions on each exercise, notes on grammatical difficulties, and a copious vocabulary—the questions and notes appended to the lessons, and the vocabulary reserved for the final section of the book.

Backgrounds for Social Workers. By Edward J. Menge, M. A., Ph.D., M. Sc., Professor of Biology, Dallas University. Cloth, 214 pages. Price, \$1.50 net. Richard G. Badger, Boston.

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HUMOR OF THE SCHOOL ROOM.

A READY ANSWER.

The class was taking natural philosophy, and the professor observed a tall, lanky youth in a rear seat, his head drooping, his body relaxed, his eyes half closed, and his legs encumbering an adjacent aisle.

"Number Thirty-four, back bench," said the professor.

The student opened his eyes slowly, but did not change his pose.

"Number Thirty-four, what is work?"

"Everything is work," was the drawling reply.

"Sir," exclaimed the professor, "do you mean to tell me that is a reasonable answer to my question?"

"Yes, sir."

"Then I take it that you would like me and the class to believe that this desk is work?"

"Yes, sir," replied the youth, wearily. "It is wood-work."

IN ACCORDANCE WITH THEORY.

The teacher in the village school was enlarging on the benefits to be derived from walking. One lad seemed particularly restive. The teacher inquired, sarcastically:

"Now, then, Willie, have you something to tell the class?"

"Yes, sir," replied Willie. "My father says that our washerwoman is the greatest walker in the world."

"How is that?"

"Because she walks from pole to pole."

HIS SIGNIFICANCE OF THE DATE.

Teacher—"I'm surprised at you, Sammy Wicks, that you cannot tell me when Christopher Columbus discovered America! What does the chapter heading of the week's lesson read?"

Sammy—"Columbus—1492."

Teacher—"Well, isn't that plain enough. Did you never see it before?"

Sammy—"Yes'm, yes'm; but I always thought it was his telephone number."

PARTIAL TO LANGUAGE COURSE.

A boy who had been absent from school for several days, suffering from a sore throat, returned and presented this note to the teacher:

"Please do not let my boy learn any French today. His throat is so sore that he can hardly speak English."

COMPROMISE.

A little colored girl, a newcomer in Sunday school, gave her name to the teacher as "Fertilizer" Johnson. Later the teacher asked the child's mother if that was right.

"Yes, ma'am, dat's her name," said the fond parent. "You see, she was named for me and her father. Her father's name am Ferdinand and my name is Liza. So we've named her Fertilizer."

WANTED A GOOD AIM.

A brawny farmer presented himself at a country school dragging an overgrown boy through the door.

"What's yer limit here? This boy's after an education," he remarked.

The timid teacher replied the curriculum embraced reading, writing, arithmetic, geography, history, Latin, French, algebra, trigonometry.

"That will do," interrupted the farmer. "Load him up heavy with triggonometry. He's the only poor shot in the family."

COMMON PROCEDURE.

"Now, children," said the teacher, "a man dies and leaves a million; one-tenth goes to the wife, one-twelfth to a son, one-sixteenth to a brother, one-twelfth to an uncle, and the rest to a distant relative. What does each get?"

And the smallest boy in the class raised his hand and shouted: "A lawyer."



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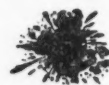
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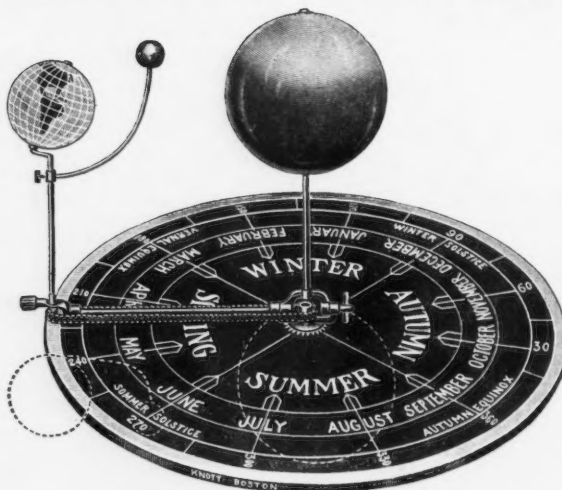
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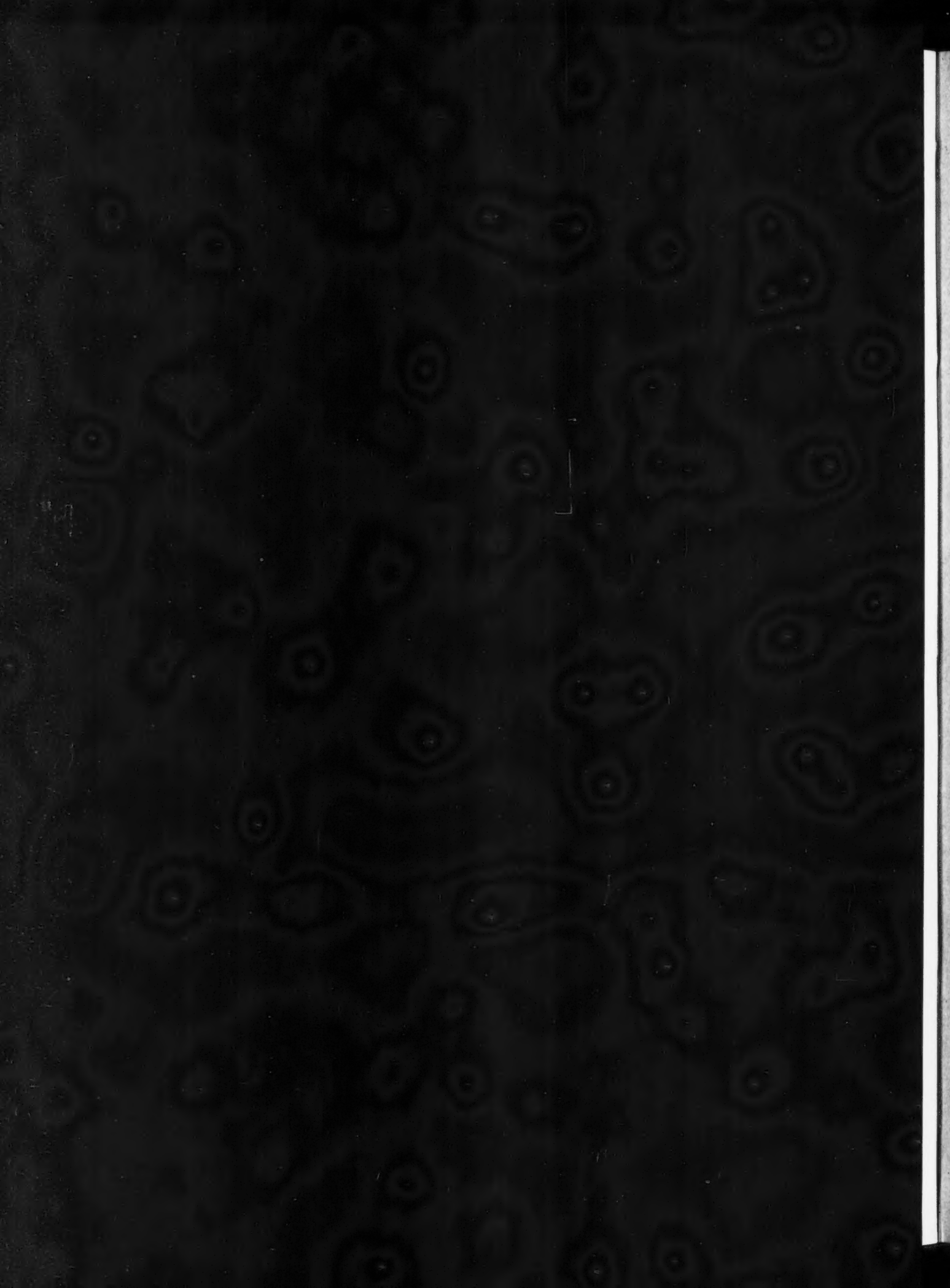
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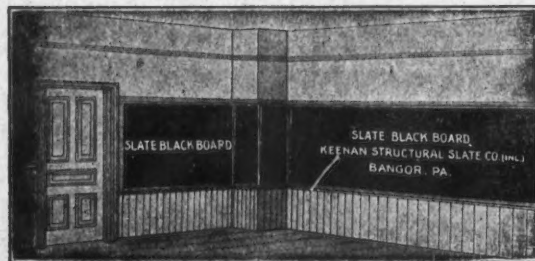
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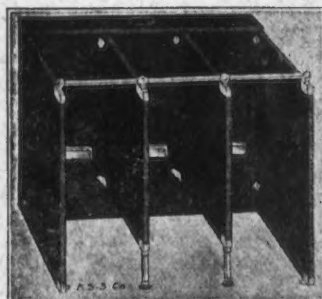
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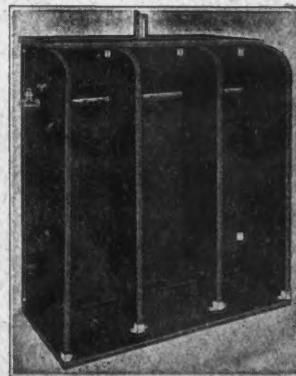
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